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ABSTRACT

The guide is for a 12 week parent education course on the mental stimulation of young handicapped children. Major objectives of the course are helping the child feel positively about himself and helping the child develop his intellectual abilities. Material reinforcements are offered parents who meet criteria for attendance, assignments, and learning episode evaluations. Major topics considered at the weekly meetings are the responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification, language development, and sensory motor development. The following games are taken home and used with the children: sound cans, color lotto, number puzzle, feely bag, shape-o-ball, flannel board, pegs and pegboard, wooden table blocks, stacking squares, and spinner game. Color coded by sessions, sections usually include assignment sheets, an introductory discussion, recommended materials, suggested activities, and games to play with the toy to be taken home that week. (For a related document see EC 052 352). (DB)

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Home Parent

child Stimulation

ED 052 351

ED 079921

"HOME STIMULATION OF HANDICAPPED CHILDREN"

PARENT GUIDE

developed by

MARSHALL-POWESHIEK JOINT COUNTY
DEPARTMENT OF SPECIAL EDUCATION
9 WESTWOOD DRIVE
MARSHALLTOWN, IOWA 50158

under

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administered by

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DEPARTMENT OF SPECIAL EDUCATION
9 WESTWOOD DRIVE
MARSHALLTOWN, IOWA 50158

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OPTIONS

For those parents who wish to get the most out of this course the following choices are available:

1. ATTENDANCE: Presence at 65% of all sessions (7 out of 11) will earn for that winner a genuine wallet-sized library card which will be honored through rain, sleet and snow at the toy lending library.

2. ASSIGNMENTS: 70% completion (at least 14 of 20) of all assignments and/or in session objectives will garner for that fortunate individual a permanent reference book guaranteed to enhance any library, approximate value $15.00.

3. LEARNING EPISODE EVALUATIONS: For those who hand in 70% (7 out of 10) of all Learning Episode evaluations at the beginning of each class session, a certificate of course participation and a complete inventory of the toy library will be awarded.

ATTENDANCE RECORD

Attendance goal: attend at least 7 of the 11 sessions for a library card and use of the toy landing library.

Session	Date Attended
1. Overview	____________________
2. Responsive Program	____________________
3. Toys as Learning Tools	____________________
4. Creativity	____________________
5. Self-Concept	____________________
6. Discipline	____________________
7. Behavior Modification I	____________________
8. Behavior Modification II	____________________
9. Language Development	____________________
10. Sensory-Motor Development I	____________________
11. Sensory-Motor Development II	____________________
12. Open session	____________________

ASSIGNMENT RECORD

Home assignment -objectives goal -- to complete at least 14 of the 20 home assignments or in session objectives for the permanent reference book: Parent Child Notebook.

HOME ASSIGNMENTS - IN SESSION OBJECTIVES

Before Session	Assignment- or -Objective	Date Completed
2	1. Questions asked at beginning of course.	______________
2	2. Assignment sheet for Responsive Program.	______________
3	3. Assignment sheet for toys as learning tools.	______________
4	4. Assignment sheets for creativity.	______________
4	5. Assignment sheet for creativity.	______________
5	6. Assignment sheet for positive self-concept.	______________
6	7. Assignment sheet for discipline.	______________
During 6	8. Supervise analysis of another person's "problem" by filling out case evaluation form.	______________
Before 7	9. Behavior Modification #1 assignment.	______________
During 7	10. Graph a behaviorial baseline.	______________
Before 8	11. Behavior Modification take home exam.	______________

Before 8	12.	Behavior Modification Assignment #2.	____________
During 8	13.	Review or take exam in class.	____________
During 8	14.	Graph a behavior treatment line.	____________
During 9	15.	Terms inventory.	____________
During 9	16.	Brainteaser.	____________
During 10	17.	Parent Worksheet X.	____________
Before 11	18.	Sensory motor project on assignment contract.	____________
During 11	19.	Session XI objectives.	____________
During 11	20.	Parent worksheet XI.	____________

LEARNING EPISODE EVALUATION RECORD

Learning Episode	Evaluation Handed In
1. Sound Cans	____________________
2. Color Lotto	____________________
3. Numberite	____________________
4. Feely Bag	____________________
5. Shape-O-Ball	____________________
6. Flannel Board	____________________
7. Pegs and Peg Board	____________________
8. Wooden Table Blocks	____________________
9. Stacking Squares	____________________
10. Spinner Boards	____________________

Goal: 7 of 10 evaluations handed in at beginning of each session for certificate and Toy Library Inventory.

LEARNING EPISODE EVALUATION

Your initials ____________

Session ____________

City ____________

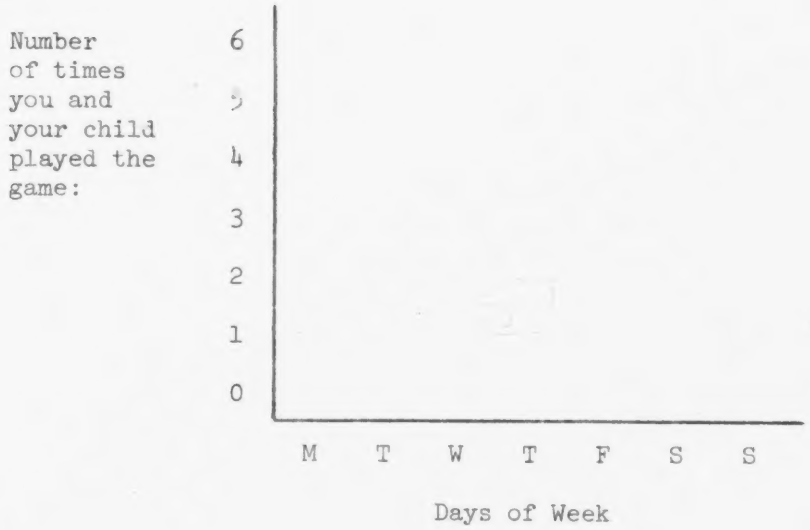
Center ____________

Discussion Leader ____________

Name of Learning Episode ____________

Child I Birthdate: ____ month ____ year ____ sex
Age ______

Child 2 Birthdate: ____ month ____ year ____ sex
Age ______



Comments on variation in the instructions that you used, individual success with your child, or problems encountered. (You may use the back of this sheet.)

SESSION I

OVERVIEW

The overview of the Parent Child Home Stimulation Project will explore the program offered to all parents of Area Six in Iowa. Specific topics will be: the federal government's support, a capsule history of the Marshalltown project, the preschool playroom, weekly discussion sessions, home learning episodes and strengths of the program. The two basic goals are (1) Getting acquainted with members of the group and (2) Informing parents about the total program.

Group participation will revolve around large and small discussion groups, a slide-tape presentation, role-playing, and handouts.

SESSION I

OVERVIEW

I. Getting Acquainted

II. Overview of the Marshalltown Parent-Child Program
  A. Slide-Tape presentation
  B. Discussion Leader ______________________________

III. Discussion

IV. Handouts
  1. Overview of Marshalltown Parent-Child Program
  2. Readiness Activities
    a) General Goals
    b) Specific Activities
  3. A Parent's Gift
  4. What is Maturity?
  5. Toy Lending Library

V. Demonstration of Learning Episode
  A. Toy
  B. Role Playing

VI. Preview of Responsive Program
  A. Discussion Leader ______________________________
  B. Assignment

ASSIGNMENT #1

Questions asked at the beginning of the course:

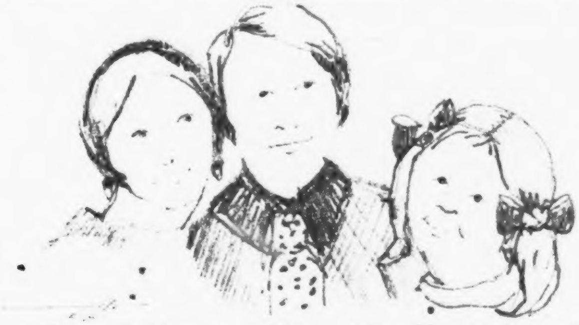
1. What is important for your child to learn in school?

2. How can you help your child get ready for school?

3. What does a child need to know before he starts school?

OVERVIEW OF THE MARSHALLTOWN PARENT CHILD PROGRAM

The Marshalltown Parent Child Program, funded through a Title VI grant, was created in 1969 by Mike Donahue, Director of Special Education, Marshall-Poweshiek Joint County Board of Education. Headquartered at 9 Westwood Drive, the project provides preschool services for parents in Hardin, Marshall, Poweshiek, and Tama counties.



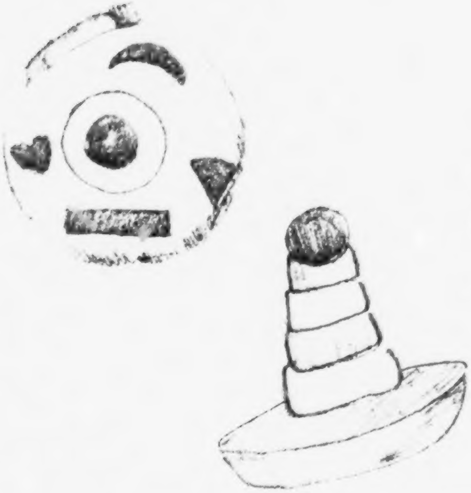
One of the services, the first Area Six Toy Lending Library in Iowa was set up in Pleasant Hill Developmental Center in the spring of 1970 by Mrs. Pam Anderson, preschool consultant. In June, 1972, the library moved to 9 Westwood Drive The Toy Lending Library contains educational materials for use at home by parents and children. A broad variety of educational toys, games, books, puzzles, records, and other learning activities are available to parents who have completed the twelve week course for parents of preschool children.

The project ideas was conceived in 1968 when the special education staff trained volunteer-teacher aids to assist in special education classrooms. As a result it occurred to Mr. Donahue, "If we could train volunteers in the classroom, we should be able to train parents to work with their own handicapped children."

Parents tend to minimize the importance of their roles as a child's first and most influential teacher. However, every interaction is a critical learning experience for the child. Research studies indicate that as high as 80% of mature intelligence is developed by age eight. This suggests that the preschool years at home with parents are very important to the total development of the child.

Throughout the sessions, the theme of "responsive environment" suggests an attitude of the parents that "responds to children rather than having children respond to adults." Two objectives are to 1. help the child feel positively about himself, and 2. help the child develop his intellectual abilities. To accomplish these goals the program strives at improving the child's learning opportunities in the home and involving parents in the education of their children.

The main instrument in helping parents develop a more responsive environment is the learning episode. Play is a child's work. He is always learning, by testing and exploring the objects that surround him.



Each week the parents take home a toy or game that involves the parent and child together. These basic ten toys promote concepts: colors, numbers, shapes, sounds, spatial and time relationships. The important aspect is always the time spent between parent and child.

The Parent Child project, only a proposal during the summer of 1969, was refined and ready for funding in the late fall. Title VI grants are for new innovative programs dealing with handicapped children. The grant received top priority because it approached children through the parents.

In the spring of 1970, Mrs. Pam Anderson coordinated the identification of handicapped children in the surrounding communities of Iowa Falls, Toledo, Grinnell, Brooklyn, Ackley, and Marshalltown. The children were identified through the assistance of doctors, child development clinics, and county nurses. Children with a variety of handicaps, such as cerebral palsy, mental retardation, hearing loss, and other physical handicaps were found within the preschool age range.

Weekly discussion sessions for parents started in September, 1970. These parents of preschool handicapped children, eager to participate, met weekly for two hour sessions. "My husband and I welcomed a chance to learn more about the mongoloid child," one mother shared, "and the nightly sessions gave us a chance to meet other parents in the community who worried about how we would ever raise a handicapped child."

Glen Romine, Director of Pleasant Hill Developmental Center for multi-handicapped children, emphasized the benefits of this program. "Through these sessions, we hope the parents can accept their child's handicap in a positive manner. If they can create a responsive environment in the home where the child can learn and develop a positive self image, then the child will adjust and perform better in the school setting."

In 1971-72, all parents of preschool children were invited to attend the sessions. What are the benefits? "As a result," Mike Donahue stated, "Many children with significant handicaps such as cerebral palsy, delayed speech or hearing loss have been identified early. These parents can then utilize the professional services available in the Joint County system. In many cases, where a hearing loss was found by the age of three, a speech therapist went into the home on a weekly basis and worked with the preschool child. After

two years of therapy many children can be placed in the regular kindergarten classroom."

The parent child program itself is divided primarily into three sections: 1. Classroom participation. Each week parents discuss various topics such as discipline, creativity, and language. The parents share techniques, discuss problems and solutions in dealing with their children. A psychologist, special education teacher, speech therapist, or interested consultant is invited to attend. 2. Parent and child home toy sessions. Toys are checked out each week and used in the home to promote concept development. Primary emphasis is placed on the one-to-one relationship which occurs.3.Parents appreciate the free nursery service offered. While the parents attend the sessions, their children enjoy games, toys, story hours, etc. These experiences enhance the education and social readiness of the child. After completing the sessions, many mothers volunteer to work in the nursery during the next series of classes.

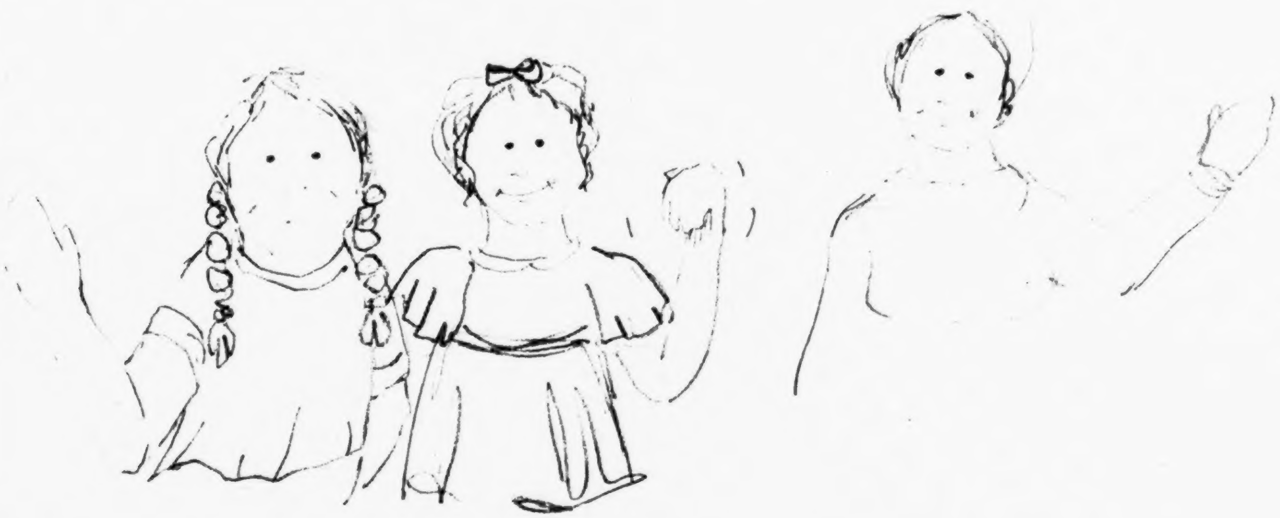
The Parent-child notebook, a series of handouts and game instructions for the parents, is given to every parent who completes the classes. In the summer of 1971 these notebooks were revised. The staff added another dimension of learning episodes appropriate for children in kindergarten and the first grade. These nine games involved letters, numbers, reading skills, and problem solving.

In 1971-72, over 300 families in the Marshalltown area completed the parent sessions. Mrs. Nancy Romine, preschool consultant, coordinated nineteen different thirteen week classes in ten communities: Marshalltown, Iowa Falls, Tama, Mesquakie Indian Settlement, Grinnell, Laurel, State Center, Brooklyn, Montezuma, and Ackley.

During the spring of 1972 several hundred people toured the library facilities and special education classes in Pleasant Hill Development Center. Others chose to visit the Area VI Media Center and the "open-spaces" concepts working in Hoglan and Fisher schools in Marshalltown. Another class visited the Mid-Iowa workshop.

Sixty volunteers from the Marshall County Child Study Group supervised children in the playroom. Hundreds of hours were donated in the fall of 1971 by Child Study members and in the spring of 1972 by Eta Uplison members.

In April, 1972, Janey Montgomery, was hired as the Parent Child coordinator for the 1972-73 school year. During the summer, 1972, the following people worked to revise the notebooks for publication: Glen Romine, Mike Donahue, Gary Armstrong, Mel Walden, Jack Montgomery, Nancy Romine, and Janey Montgomery.



READINESS ACTIVITIES

The most important "readiness work" you can do at home is to talk with your child.

Use language instead of gestures whenever you can. Talk in sentences! Don't just point to show what you mean. Conversation is very important between you and your child. Whether you are at home, or riding in the car, or shopping for groceries, or visiting with friends -- words are important. We don't mean nagging words. We mean conversation, give and take.

If you will also set aside 15 minutes a day to go over some of the activities listed below, you will be doing something very special for your child. (If the child does not yet like to sit still for 15 minutes, divide the time or else talk while you are doing household chores together.)

Some of the ideas on this list can be presented to the child as games.

If your child finds an idea too hard to understand at first, do not let him think you are angry or disappointed. Say something encouraging like, "That's pretty hard, but you'll be able to do it soon." Then go on to something you know he can understand, so that he does not feel like a failure. You must be sure to start easy, so that your child can succeed. Then he will feel self-confident enough to try things that are difficult. If you make him feel stupid, you will make him afraid to try.

To teach the ideas which we have listed, you do not need special equipment other than scissors, crayons and pencils.

GENERAL GOALS

1. Labeling (word meanings, building vocabulary)

When can you present new words to your child? In the grocery store; while riding in the car; while thumbing through magazines; going for a walk; visiting new places; finding out about father's work.

Make a game of "Tell Me All About It." Pick out an animal or an object and have your child tell you everything he can about it. Add some new words yourself, to describe this animal or object.

2. Relating (understanding connections)

Discuss cause-and-effect ideas in TV stories and in stories which you read to the child. Interpret facial expressions in magazine pictures.

See to it that the child understands the cause-and-effect relationship in the discipline he gets, so that he realizes he causes his own rewards and punishments. (This will work ONLY if you are fair.)

Talk about the meaning of family relationships such as aunt, uncle, grandparent, cousin.

Relate past, present and future by asking "why" and "what if" questions, such as: "Why does..." and "What would happen if ..."

Play games with relationship words, such as: "Put the spoon under the chair. Put it beside the chair. Lay it on top of the chair; press it against the chair; hold it below the chair.

Here are some more relationship words to practice. You can think of even more.

up
down
into
between
inside
outside
around
through
behind
above
beneath
over
some
all
opposite

before
after
beginning
middle
end
warmer
colder
more
most
less
least
last
then
next
because

when
whenever
while
meanwhile
toward
away from
farther
further
near
but
or
for
neither
nor
both

3. Classifying (understanding why things are in same or different groups.)

(It is usually **easier** for a child to **tell** how things are different than to tell how they are alike. And some children do not know that "alike" means the "same".

You can use objects around the house, or pictures from magazines. For example: "Find all the blue things. Find all the furniture. Find all the things shaped like a triangle." (Have the child give you some instructions like this too.)

"Let's name some vegetable. Now let's name some things that are not vegetables." "Is a mouse a vegetable?" "NO, a mouse is an ______________."

"How is a dog different from a cat? How are they the same?" Have the child cut some pictures from magazines and pile them into groups he has chosen. Have him explain what he had in mind.

4. Seriation (sequencing; putting things into 1-2-3-4 order.

Examples:
- Arrange pebbles from smallest to largest.
- Name household objects from lightest to heaviest.
- Color with a crayon - lightest to darkest.
- Arrange glasses of water from empty to full.
- Name people from shortest to tallest; youngest to oldest.
- Re-tell a VERY SHORT story.

5. Tracing, copying, cutting.

To help your child's eye-hand coordination, you can make some geometric designs for him to copy. Start off easy, with a circle, a square, a triangle. Slowly make the designs harder to imitate.

When he cuts pictures from magazines, start with big pictures and don't be surprised when he can't follow the lines very well. Give praise for a good try.

6. Quantity

It is more important for a child to know the meanings of a few numbers than it is for him to be able to count to 100. Can he hand over 5 pebbles if asked? Does he know whether a quart holds more than a cup, or less; whether a day is more or less than a week? If you place 5 pennies in front of him, and take away 2 can he tell you how many are left? - and how many more he would need in order to have 7 pennies.

A WORD OF WARNING: Do not expect your child to do addition and subtraction in his head! He will need to use his fingers and other things to count; he will need to see what he is doing, and feel what he is doing.

SPECIFIC ACTIVITIES

1. Learning to defer actions (Listen before you leap)

   "Simon Says" games can develop this skill, such as "Give me 3 green squares or 2 red circles." Make a game of 2-step and 3-step commands, such as "Touch the floor with your hand, tap your shoulder, and sit on the chair." Sometimes, have the child repeat your statement before he acts.

2. Have the child think up some "Simon Say's commands for you.

3. Right and left.

   a. To help the child learn which is which, play games such as "Simon Says" or sing the "Hokey Pokey" or call out "left, right" as the child marches.

   b. Encourage the use of one main hand, rather than overlooking a tendency to switch back and forth, if the child is soon to start school. If you don't know which is the main hand, have the child pick up a very tiny object from the floor and notice which hand he uses. Try this on several different days, using a different tiny object each time.

   You can also play games using one hand only.

4. To help the child realize he is speaking words, write down some sentences as he says them. Be a "secretary" and let him dictate to you.

5. When the child asks you a word or a letter, tell him! Go even further and discuss its meaning, what the opposite word would be, and the letters which go together to spell it. It can be fun for a child to read words of cereal boxes.

6. When teaching the child to write his name, teach him the names of the letters. Yes, do teach the child how to write his name, if he asks.

7. It's helpful for the child to know when he makes ABC's or his name with paper and pencil, he is writing, not merely drawing.

8. Alphabet: To learn that letters do have names, let the child point to each letter as he sings "The Alphabet Song" from a written sample of the alphabet. To let the child learn that letters also have sound you can play "I Spy" games, such as "I spy something in the kitchen that starts with an "m". It starts with the sound mmmmmmmmmmm."

9. It benefits the child to know the names of circle, square, triangle, diamond and rectangle, and to be able to match shapes, eyes open and closed .... These ideas can be taught with shapes cut out of paper.

10. The child should know some nursery rhymes and simple games.

11. Bedtime stories are an excellent habit to get into. Bedtime can also become your chance to build up a good relationship with the child.

12. The best way to get your child interested in reading is to let him see you and other people reading and to let him check out some books from the library. When you read the child's books to him, do this:

    Sit with the child at your side, so he can see your hand as it runs under the lines from left to right. (NOT zig-zagging back and forth), going down the page.

13. The child should be able to recognize the main colors (red, blue, green, yellow).

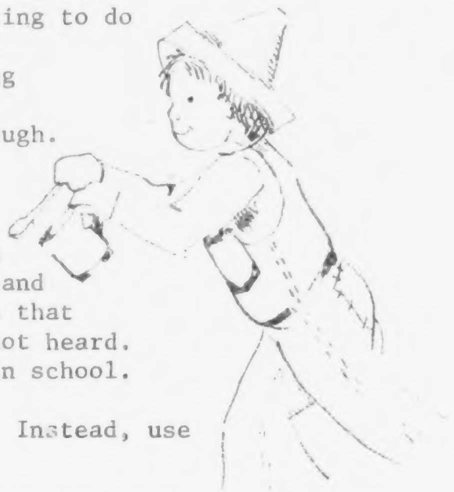
14. Picking Out Details in Drawing, Photograph, and Words.

    The child needs to be able to do this before he can read or write. To help him, you can sit with him and talk about pictures; you can remove part of picture and have him figure out what part is missing; you can match words (the ones written in large letters especially) by making a game of finding similar words; you can make home-made puzzles; you can help the child look carefully at details in pictures to spot likenesses, differences, colors, and names of various objects.

15. Listening Skills: Suggestions:

Play "Simon Says" games (increasing difficulty) and say nursery rhymes. Read picture story to child and have him "read" it back from the pictures or from memory. Make rhythm instruments at home; have child imitate rhythm (e.g. 2 blocks, sticks, pencils; pencil tapped against tin cup) sound identification (guessing sounds with eyes closed) "Listening walk" ... to hear the similarities and differences in bird calls, vehicle sounds, foot-steps, etc.

16. If your child doesn't seem to pay attention, ask yourself what you might be doing, or failing to do --- which could be part of the problem. (For example: not talking enough; talking too much; hollaring; not taking time to explain what you mean; not following through.



17. Parents must listen to the child, too.

18. There needs to be an opportunity for free expression from the child when relatives and friends come to the house -- not the idea that a good child is the one who is seen but not heard. Children who are kept silent get behind in school.

19. Never humiliate a child or be sarcastic. Instead, use encouraging statements.

20. Give your child the idea that you like to do these readiness activities, not that they are a chore. Enthusiasm catches on!

21. To help the child learn to want to do well, play such games, as: "Putting the puzzle together as fast as you can" or "as neatly as you can", and praise him for trying his best. (DON'T OVERDO THIS)

22. The child should hear simple measures or amounts, such as: how many in a dozen. He should know that there are quarts, pints, yards, inches, hours, etc., and how big they are, not being expected to know how many inches in a foot, etc..

23. He should be familiar with coins -- knowing their names and how much they are worth, or how much they will buy.

24. In case of emergency:

The child should know what to do if mother is late arriving at the place she said she would be.

The child needs to know his own first and last name, his address, and how to get home from school.

The child must know the difference between his real name and his "nick-name." He also needs to know his parents' first and last names, (including the mother's NEW NAME - if she has remarried - and where they work.) Also, he needs to know his bus number.

25. Safety:

The child should be exposed to basic safety rules, concerning pencils, scissors, matches; not pushing or tripping other people; street traffic.

Check against the child's bringing dangerous play objects to school, such as knives.

26. The child should be familiar with simple health and hygiene ideas; for example:

Morning toothbrushing; the need to wash hands before eating; not coughing into other people's faces; (covering mouths when coughing and coughing in another direction).

Keeping objects out of his mouth.

He should also have developed a good attitude toward nutrition.

Be careful not to become "preachy" when presenting these ideas, or the child will rebel against them.

He should have his own toothbrush.

He should use a wash-cloth that is not used by other people.

27. The child must get plenty of rest and sleep - and a good breakfast before we can expect him to pay attention in class.

28. Baby-talk should be out-grown.

(You might try using a mirror or a tape recorder to aid this, if you can.)

Do NOT talk baby-talk to the child or any of your other children!

A PARENT'S GIFT

Gold and silver, have I none
   What gift, then, can I give my son?

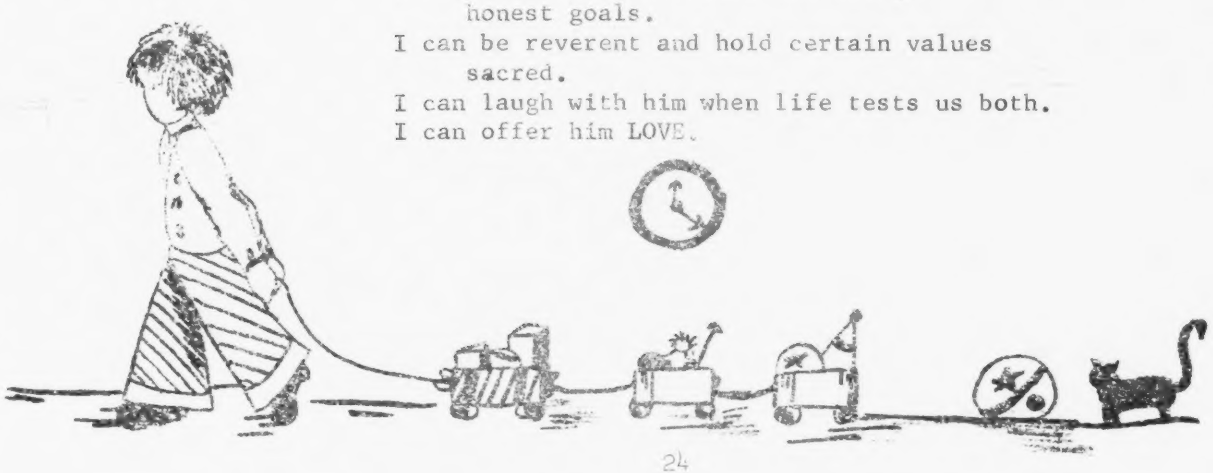
I can endow him with a sense of worth.
   I can deepen his inner security by
        developing self-esteem.
   I can encourage natural talents and
        special qualities.
   I can show an understanding of other
        cultures and other peoples.

I can stimulate his sense of adventure.
   I can present to him a wide variety of
        experiences.
   I can feed his natural curiosity.
   I can help him to develop an awareness
        of all life around him.

I can enrich his vocabulary.
   I can talk with him on many things, as
        opposed to talking "at" him.
   I can listen to him and welcome his
        unique expression of his ideas.
   I can read to him from fact and fancy,
        poetry and prose.
   I can sing with him old songs and new.

I can ignite the spark of his creativity.
   I can kindle his imagination.
   I can accept his new ideas.
   I can appreciate his efforts.
   I can provide him the raw materials with
        which to work.
   I can give him time to dream.

I can mold his character.
   I can set a worthy example for him to
        follow.
   I can motivate him toward achieving
        honest goals.
   I can be reverent and hold certain values
        sacred.
   I can laugh with him when life tests us both.
   I can offer him LOVE.



WHAT IS MATURITY?

Maturity is the ability to control your anger and settle differences without violence or destruction.

Maturity is patience, the willingness to pass up immediate pleasure in favor of the long-term gain.

Maturity is perserverance, the ability to sweat out a project or a situation in spite of opposition and discouraging setbacks.

Maturity is unselfishness - responding to the needs of others, often at the expense of one's own wishes or desires.

Maturity is the capacity to face unpleasantness and frustration, discomfort and defeat, without complaint or collapse.

Maturity is humility. It is being big enough to say "I was wrong." And when right, the mature person need not say, "I told you so."

Maturity is the ability to make a decision and stand by it. The immature spend their lives exploring endless possibilities than do nothing.

Maturity means dependability, keeping one's word, coming through in the crisis. The immature are masters of alibi - confused and disorganized. Their lives are a maze of unbroken promises, former friends, unfinished business and good intentions which never materialize.

Maturity is the art of living in peace with that which we cannot change.

I. What Is It?

The Toy Lending Library contains educational materials for use at home by parents and their children. It is part of a parent/child education program for Area VI.

II. When Will It Be Available?

The first Toy Library in Area VI is now in operation and is located in Marshalltown, Marshall-Poweshiek Joint County Offices, 9 Westwood Drive. It is available to all parents in Area VI who have completed a twelve-week parent/child education course in their particular County.

III. How Does the Library Work?

A broad variety of educational toys, games, books, puzzles, and other learning activities are available (with printed instructions for the parent). A sample of each toy or book is openly displayed.

The parent/child education course which is offered in conjunction with the library consists of twelve-weekly, two-hour sessions in each County in Area VI, designed to help parents learn some basic ideas about the development of a child's intellect and of his feelings about himself as a person.

This course includes demonstrations for parents in using toys and games to help a child learn specific skills or concepts. The toys and their accompanying instructions (1 or 2 pages with illustrations) give clear directions on how to use each toy to develop the child's senses, language skills, or problem-solving abilities.

SOUND CANS

EQUIPMENT: Ten (10) Sound Cans (5 for parents, 5 for child.)

PURPOSE: To help the child develop understanding of the concept "same - different" by means of auditory stimulation.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day, if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME..... parent MUST follow the child's lead.

C. The game should be ended when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the 10 sound cans on a table or on the floor.
2. Allow the child to freely explore them for a while.
3. Divide the cans into 2 sets of 5 each. One set for you, and one for the child.
4. Pick up one of your cans, shake it briefly and say to your child, "Find one of your cans (point to the child's 5 cans) that makes the same sound as the one I am shaking."

Q:

(IF CHOOSES DIFFERENT) (If the child shakes a can that makes a different sound, say "Your can makes a different sound than mine." Parent should shake his can again, and then say, "Try another can."

(IF CHOOSES SAME) (If the child's can makes the same sound as the one you are shaking, say, "Yes, these two cans make the same sound - VERY GOOD."

Q: Parent should then select another can from the four remaining cans in his set, shake it, and ask the child to "Find one of your cans (point to the four remaining cans in the child's set) that makes the same sound as the can I am shaking." Then continue the process, remembering to reinforce the correct response.

ASSIGNMENT SHEET

RESPONSIVE PROGRAM

1. In the space below write a description of what a responsive environment means to you.

2. In the space below discuss three ways to encourage your child to move from simple memory to more complex levels of thinking.

SESSION II

RESPONSIVE PROGRAM

This session will consider the response of parents to children in the development of positive self-concept and their intellectual abilities. The following consideration will be explored in this session: free exploration; self-pacing; self-correction; discovery learning; divergent thinking; convergent thinking; closure busting; and evaluative thinking.

Various involvement exercises designed to aid us in our discussion and understanding of the responsive program: illustrations, open discussion, handouts, and home assignments.

SESSION II

RESPONSIVE PROGRAM

I. Evaluation previous toy

II. Demonstration of Learning Episode
  A. Toy
  B. Role Playing

III. Preview "Toys as Learning Tools"
  A. Discussion Leader ______________________________
  B. Objectives
  C. Assignments

IV. Topic: Responsive Program
  A. Discussion Leader ______________________________
  B. Film: "Children's Play"
  C. Handouts:
    1. From Your Child
    2. Toward Problem-Solving from the Responsive Environment
    3. The Responsive Environment
    4. Do-It-Yourself Games
    5. Conclusion - Parent Handout

V. Open discussion

SESSION II

RESPONSIVE PROGRAM

OBJECTIVES

During the session following the overview (Responsive-Program) each class member will present a description of a responsive environment and three ways to encourage children to move from simple memory to more complex levels of thinking.

From Your Child ....

Don't do things for me that I can do for myself.
It makes me feel like a baby; and I may continue to put you in my service.

Don't let my "bad habits" get me a lot of your attention.
It only encourages me to continue them.

Don't correct me in front of people.
I'll take much more notice if you talk quietly with me in private.

Don't nag.
If you do, I shall have to protect myself by appearing deaf.

Don't tax my honesty too much.
I am easily frightened into telling lies.

Don't take too much notice of my small ailments.
I may learn to enjoy poor health if it gets me much attention.

Don't worry about the little amount of time we spend together.
It is how we spend it that counts.

Don't let my fears arouse your anxiety.
Then I will become more afraid.
Show me courage.

Don't forget that I can't thrive without lots of understanding and encouragement, but I don't need to tell you that, do I?

Treat me the way you treat your friends, then I will be your friend, too.

Author Unknown

THE RESPONSIVE ENVIRONMENT

".... responds to children rather than having children respond to the adults."

OBJECTIVES:

1. Help children develop positive self-image.
2. Help children develop their intellectual abilities.

WE ACHIEVE BY:

1. Improving children's learning opportunities at home.
2. Involving parents in the education of their children.

ALL CHILDREN need to develop a positive self-image.

A child has a positive self-image IF ---

... he likes himself, his family, and his people.

... he believes that what he thinks, says, and does - makes a difference.

... he believes that he can be successful - and

... he believes that he can solve problems.

ALL CHILDREN need to develop their intellectual ability.

... they must develop their senses and perceptions because these are the raw materials for thought.

... they must develop their language skills because language is the tool of thought.

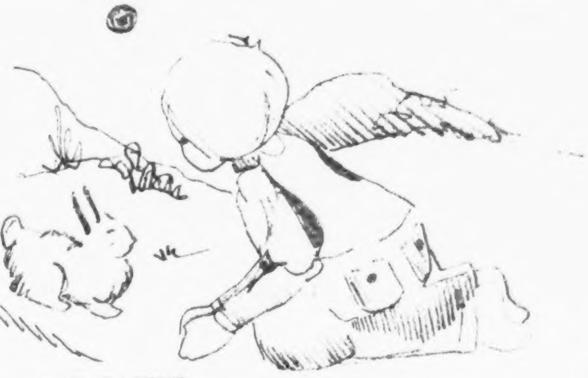
... they must develop their ability to form concepts because concepts help organize thoughts.

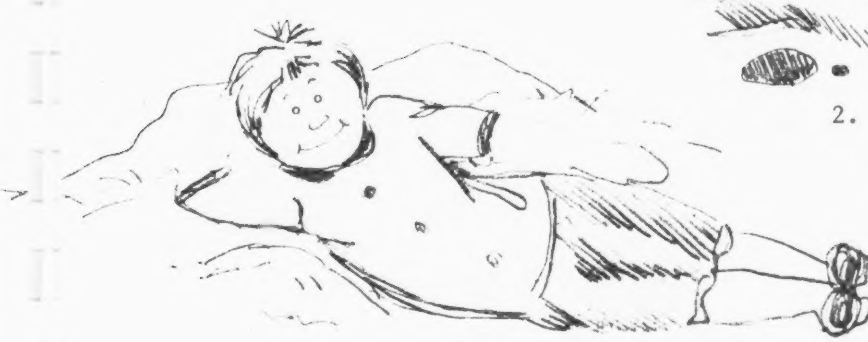
... they must develop problem solving ability because problem solving is the purpose of thought.

THE PRINCIPLES OF A RESPONSIVE PROGRAM

1. FREE EXPLORATION:

   The child is free to explore anything he can see and reach.





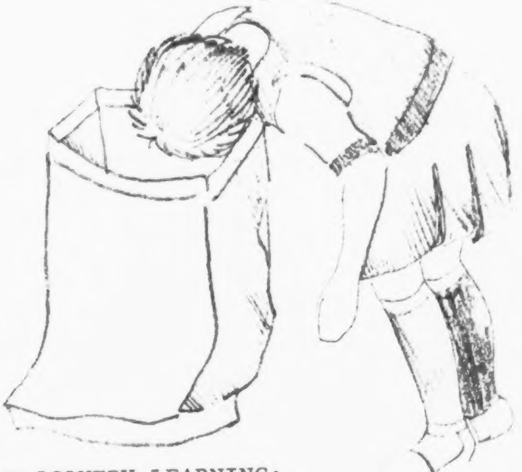
2. SELF PACING:

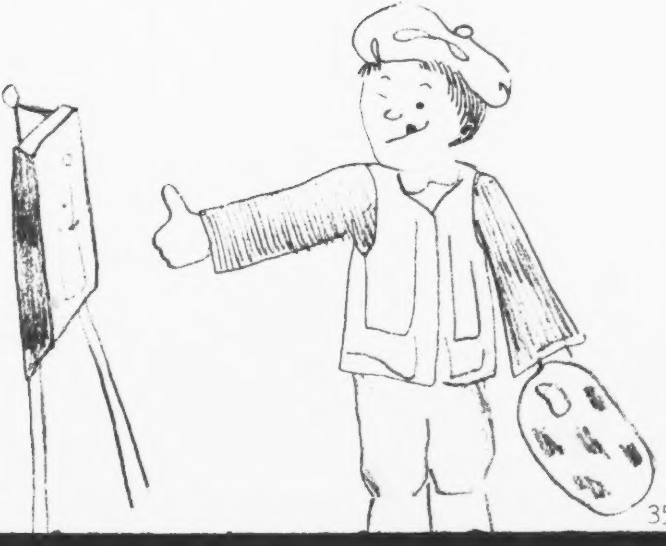
   The child is allowed to set his own pace. He can stay with an activity as long as he likes without being told to change. When there is a group activity, he can choose to do something else if it does not interfere.

3. SELF CORRECTION:

   The child finds out the results of his exploration.

   He finds out from responsive people, responsive materials and equipment.





4. DISCOVERY LEARNING:

   The child is given the time to discover things for himself.

   The parent responds to his child, rather than having the child respond to him. He emphasizes helping a child think-through a problem rather than getting a right-answer.

TOWARD PROBLEM SOLVING THROUGH THE RESPONSIVE ENVIRONMENT

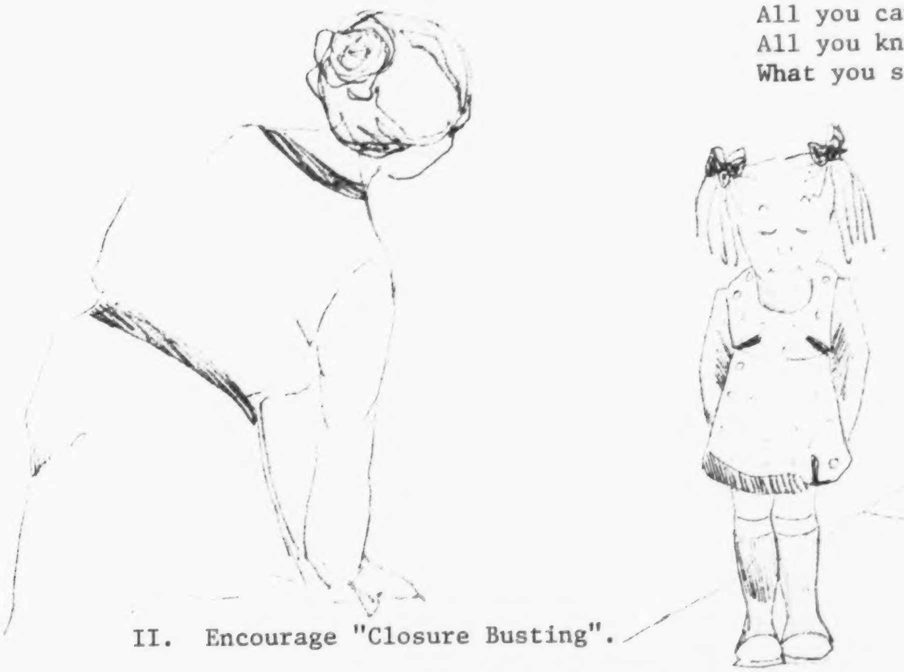
The adult can structure the environment in such a way that problems are provided for children to solve and in such a way that it is an enjoyable, meaningful experience to solve these problems. Consider the following goals as representative of a responsive environment.

I. Have adults talk less and children talk more.

To do this, ask leading questions rather than those that require only simple yes and no answers.

Key Phrases:

All you can remember.
All you know.
What you saw.



II. Encourage "Closure Busting".

This is a process of stimulating children to move to new solutions to questions rather than letting them be completely satisfied with a given answer. This can be done by providing the child with additional information, after he has already obtained an answer or phrasing a question in several different ways.

Key Phrases:

Can you think of another way to rearrange these.

What else could have happened ...

What do you think would happen if ...

III. Encourage child to move from simple memory or recall kinds of responses to more complex levels of convergent or divergent thinking and evaluative or judgmental responses.

A. Convergent thinking: putting together a variety of information in a manner that leads to one answer or set of answers.

Key Phrases:

What will happen if ...

What things are the same ...

What things are different ...

B. Divergent thinking: produces many possible ideas or solutions.

Key Phrases:

What are some ways to ...

What other ways can you think of ...

What would happen if ...

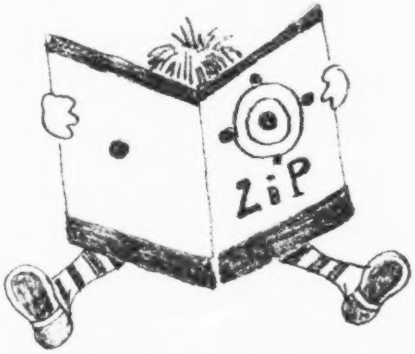
C. Evaluative Thinking: child is asked to make a judgment based on his personal reactions.

Key Phrases:

How do you feel about ...

What do you think about ...

As you improve your skill in asking questions, your child will develop his problem solving ability.



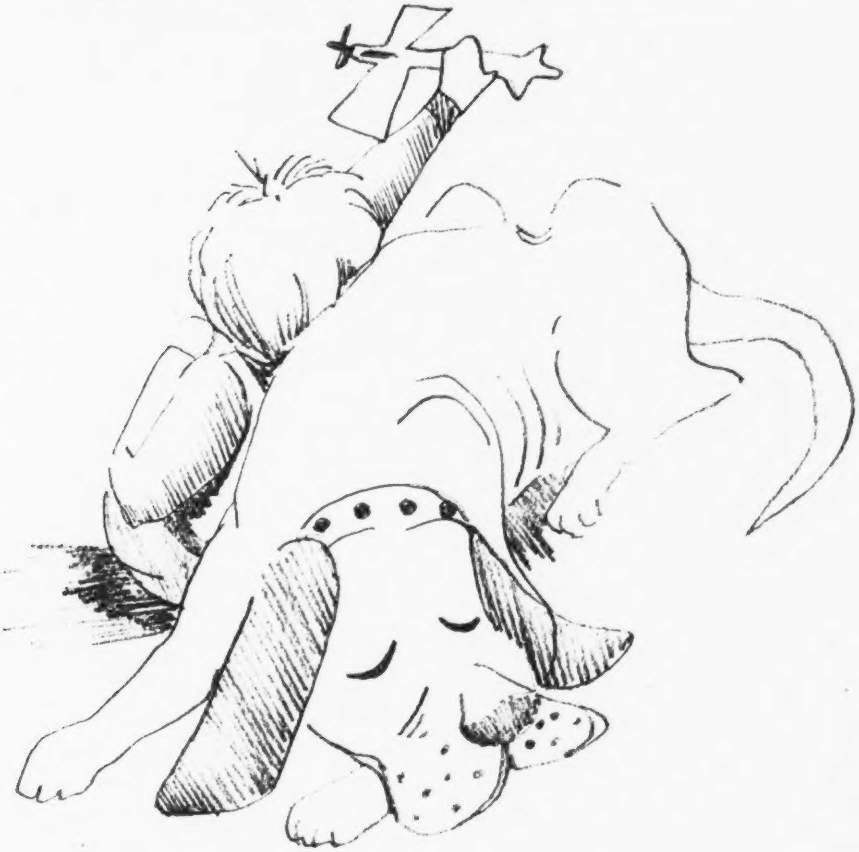
IV. Provide for plenty of uninterrupted time for child to work with toys and activities. Avoid being the over-anxious adult who always wants to "show the child how" so that he can work most efficiently and effectively.

This may stifle the child's efforts all together.

V. Children should not always be compelled to get the "right" answer. Often there is more than one correct solution to a problem. Remember, too, that a child may learn just as much from the process as the final product.

VI. A child should be free to do those things he CAN DO and to do them as long as he likes.

Sometimes a child may prefer just to DO NOTHING.



DO - IT - YOURSELF GAMES

BASIC MATERIALS:

- Paper
- Cardboard
- Paste
- Scissors
- Magazines
- Wood boards
- Magic-markers
- Felt
- Wooden blocks
- Spools
- Hardware - locks, screws, etc...
- Paint

FARM ANIMALS AND PRODUCTS:

Cut out and paste pictures of animals and pictures of these animals' products on separate cards and ask child to match them.

FRUIT MATCHING:

Make a large board with rows of pictures of fruit; the first fruit in each row has an identical match in the same row; ask child to find the same and the ones that are different.

Categories:

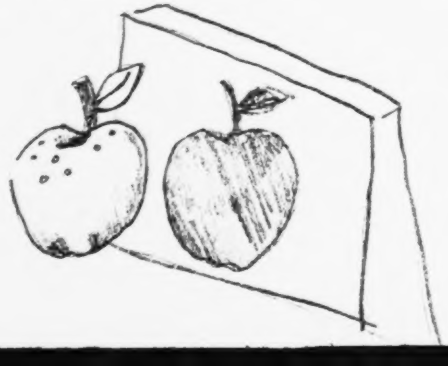
Paste pictures of various means of transportation and various flowers each on separate cards; ask child to place these in two different groups.

Variations:

Use pictures of fruits and vegetables; farm and zoo animals, etc...

FRUIT SILHOUETTE:

Cut out pictures of fruit and back them with heavy cardboard; draw around each picture on one piece of heavy cardboard and color these shapes in to make silhouette; use with other objects, also.



PATTERNING:

Draw large ovals in a row on heavy cardboard and color various colors; make an identical set of ovals for child and cut out; ask child to place his ovals on the matching ovals on the board.

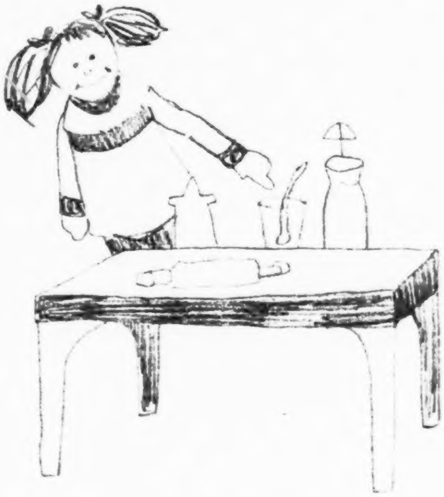
LABELING:

Cut out and back pictures of groups of fruit or vegetables; ask child to name each single item in the picture.

IDENTIFICATION OF COMMON OBJECTS:

Have various items such as pencil, plastic spoon, toothbrush, etc.; place these in a row before the child; now play the game of "I am thinking of...." - and have child point out object you are referring to.

Have the child narrate and parent guess.



SOCK PUPPETS:

Make hand puppets out of old socks with felt trim faces; use these for language sounds and vocabulary development.

GO TOGETHER THINGS:

Cut and back on separate cards pictures of things that go together, such as toothbrush - toothpaste or pencil - paper; ask child to match these properly.

ACTION PICTURES:

Cut out and back pictures of children performing various tasks and participating in various activities; ask child to tell what the child in the picture is doing.

PICTURES OF OPPOSITES:

Cut out and back on separate cards, pictures illustrating opposite concepts, such as light or dark - or on or off; have child show picture of concept you mention.

MATCHING SETS:

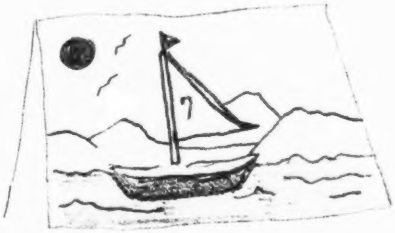
Cut out and back pictures of sets of things such as three chairs, or two dogs; make an identical set for the child and have him match the sets.

SINGULAR vs. PLURAL MATCHING:

Cut out and back pictures of one item and have a picture of several of the same item, such as chair and chairs; have the child show you which one you say.

BULLETIN BOARD:

Cover heavy piece of cardboard with felt; use felt cutouts of various objects or magazine pictures with felt piece pasted on back; use the child for discussion, story telling, recognition, classification, etc..



LOTTO BOARDS:

On large piece of cardboard divided into squares, paste pictures of types of food; make matching individual cardboard squares or cards with identical pictures of the food types pasted on them.

As you turn over the cards, give them to the child and have him place them on the same pictures on the board.

Have him say the names of the objects or items as he places them at their proper place on the board.

This can be used with geometric shapes, flowers, farm animals, zoo animals, etc..

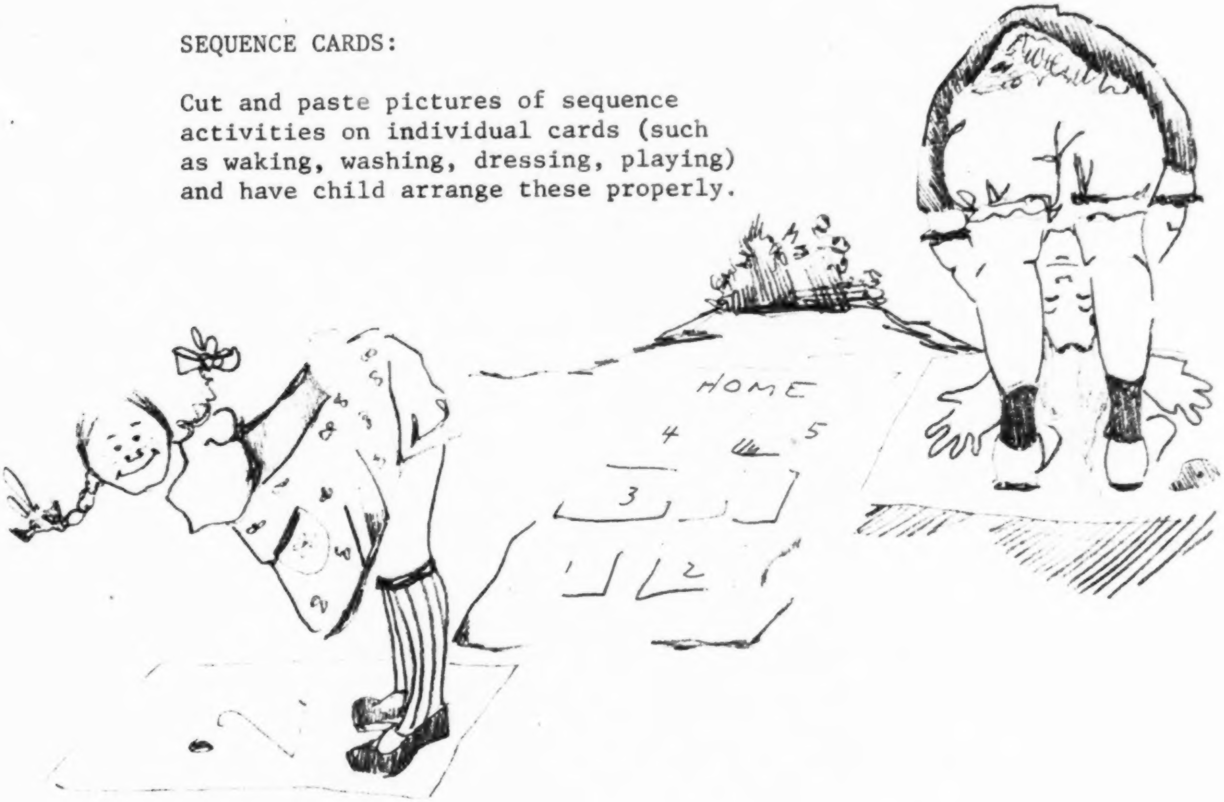
CIRCLE DISCRIMINATION:

Make a lotto board, as mentioned previously, substituting various sizes and colors of circles for pictures.

Make identical circles on individual cards and have the child place these on proper squares on large lotto board.

SEQUENCE CARDS:

Cut and paste pictures of sequence activities on individual cards (such as waking, washing, dressing, playing) and have child arrange these properly.



WOODEN BLOCKS:

Use plain wooden blocks about 2 1/2 - 3 inches on a side; paste various objects on each of the 6 sides such as felt geometric shapes, farm animals, zoo animals, fruits, vegetables and felt numbers.

Have at least two identical blocks. These can be used for recognition, classification, matching, etc..

CONCLUSION - PARENT HANDOUT

There are other environmental inducements to problem solving. One of these is uninterrupted time. A child should be allowed to work with toys and materials in his own way. A child does not always go about solving problems in the most efficient manner, but constant interruption by an eager adult who wants "to show you how", may stop the child's effort all together.

Children should not always be compelled to get the right answer. A child may learn more from the process than from merely completing something. This creative thinking should be encouraged rather than discouraged by an adult who feels there is only one RIGHT way to do things.

Each child strives to do, to make to work, to learn to please, to try - when the challenges of activities and experiences involve him as an individual. Life captures his interest and offers him an outlet in which he can develop his mind, body and emotions. Each child needs to take part in life activity so that he may learn what he can do. Try to instill in your child, "I am only one. While I cannot do everything, I can do something and what I can do, I can do well."

Childhood is the pivotal time, because it is the time for joy, for laughter, for hope, for small successes, and for trying. Although life may not always be what is expected, childhood can still build confidence if experiences are faced and the ensuing problems are solved.

Childhood is a time when the responsive and eager to please child finds his unique "doorway to hope" - his own image of who he is.

The chance to learn in a responsive environment is a great stimulus to intellectual development, but it is also a reinforcer of the individual's self-confidence. Freedom to explore and to make discoveries at his own pace and in his own way is a definite support to the child's self-image. Competition is no threat to his pride. The child is not compared with those who speak better or build better. Individuality is encouraged. If a child wishes to work cooperatively with others, fine. If he chooses to work or play alone, he may. He is free to do those things he can do, and do them as long as he likes. Sometimes a child may prefer to just "do nothing."

The responsive environment provides for as much success as possible. A child learns things on his own and enjoys success when he masters a puzzle, recognizes a pattern, grasps a concept or discovers a letter or a numeral or later a word.

The child should not be deprived of his sense of mastery or feeling of "I did it myself" by an over-eager adult who wants to help.

On the other hand, with so much freedom to pick and choose activities, a child will undoubtedly choose things that are too difficult from time to time. In this instance, it is up to the adult, who must of necessity, be a skilled observer and recognize frustration - and a potential failure-situation. The adult, in this case, must step in and suggest the child try something else that he can master.

In every situation, possibly encourage the child to make a choice. These are simple decisions and they often involve learning situations, but this gives the child some opportunity to realize he has some control over what he is doing is a very positive boost to his self-image.

There is no clear cut line to draw between just enough help and too much help. Interpretation varies with each child and each adult. But wherever the line is drawn, progress should be observable in the child's need for less and less help. The successful experiences which help him develop a positive self-image should occur more and more often.

Another way in which the responsive environment encourages the development of positive self-image is through the use of positive, rather than negative, statements in working with the child. When a child makes a mistake, in playing the games, for instance, rather than approaching it with the "NO, that's not right" - "I'll show you how", kind of phrasing ... you might merely explain to the child what he has done and then ask him to try again.

When a child is learning to express himself verbally, rather than correcting him with "NO, you said it wrong" - try it this way. Merely say it in the correct way yourself. The child will quickly learn the difference between the two and pick up the correct expression himself.

When these positive kinds of approaches, you are not causing the child to feel that he is not good because he is wrong - a blow to the child's self-image.

The way a person perceives himself influences the way he will behave. Children with perfectly adequate intellectual ability who perceive themselves as poor students, often do poorly in school.

The responsive program is directed toward preparing a child for success in the classroom, yet it looks beyond school toward the adult who will emerge. It aims to set the child on a course that will strengthen his self-assurance all through his life-time.

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COLOR LOTTO

GAME I

EQUIPMENT: Color lotto board and two (2) sets of colored squares (one set for the parent and one for the child).

PURPOSE: To help the child learn to match colors that are the same.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Collect all of the squares and place them in front of you.

Q: 3. Hold up a colored square (for example: a red square) and say, "Find a square on your board that is red, the same color as this square."

I: If the child points to a square of a different color, move the square you are holding close to his board so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. They are different colors. Try again."

4. If the child points to the square that is the same color, give him the square you are holding and say, "Yes, these two squares are the same color. They are both red. You may put this red square on your board."

Q: 5. Then hold up a blue square and say, "Find a square on your board that is blue, the same color as this square."

6. If the child points to a square of a different color, move the square you are holding close to his board so the child can see the difference. Wait a few seconds.

COLOR LOTTO, GAME I (CONTINUED)

I: If the child does not correct himself, say, "These two squares are not the same color. They are different colors. Try again."

C: If the child points to the square that is the same color, give him the square you are holding and say, "Yes, these two squares are the same color. They are both blue. You may put this blue one on your board."

Continue until all the colors have been covered with a matching color square.

Q: 7. To have your child remove his squares, pick up a colored square from your set (the parent's set) and say, "Take off a square that is yellow, the same color as the square I am holding."

I: 8. If your child picks up a square of a different color, place it next to your square, so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. They are different colors. Try again."

C: If the child picks up a square that is the same color, take the child's square and say, "Yes, these two squares are both yellow."

Q: 9. After the child removes the yellow square, say, "Take off a square that is green, the same color as the square I am holding."

I: If your child picks up a square of a different color, place it next to your square so the child can see the difference. Wait a few seconds. If the child does not correct himself, say , "These two squares are not the same color. They are different colors. Try again."

C: If the child picks up a square that is the same color, take the child's square and say, "Yes, these two squares are both green."

Continue the game until all squares are taken off the child's board or until the child looses interest.

COLOR LOTTO

GAME II

EQUIPMENT: Color lotto board and one (1) set of colored squares.

PURPOSE: To help the child learn color names.

GENERAL INSTRUCTION:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. After the child has been successful with the first color lotto game, introduce this game.

2. Allow free play.

3. Place the lotto board in front of the child. The parent should have one set of colored squares.

Q: 4. Say to your child, "Find a square that is blue." DO NOT SHOW YOUR CHILD A BLUE SQUARE. If the child points to a square of a different color, pick up a
I: blue square and say, "Find a square that is blue, the same color as this square."

If the child makes 2 or 3 similar mistakes, go back to Game I.

C: If your child chooses correctly, say, "Yes, you have found a blue square."

Q: Then, hand him a blue square and say, "What color is this square?" If the child does not answer say,
I: "This square is blue."

Continue the game until all the squares on the child's board are covered.

5. To remove squares from lotto board, follow directions in Game I, except do not show the child the square.
Q: For example: say, "Take off a square that is blue."

ASSIGNMENT SHEET

TOYS AS LEARNING TOOLS

1. Write some different examples of what you feel (the values) your children receive from their play.

2. At home (during the following week) do two or three of the activities in your handout, such as making play dough, growing something, etc. Then tell in your own words how it worked with your children and the values they received from the experiences.

TOYS AS LEARNING TOOLS

Play is valuable to children - this is the way a child learns about the world and how he relates to it.

Sometimes grown-ups feel some of children's play is ideal or aimless. This is not true--all play is valuable. It is a means of (1) expressing emotions, (2) improves the child's self-image (3) helps develop and improve language skills, (4) offers a means for social integration, (5) sensory, motor perceptual development.

Remember some rules from the responsive program - let them be self-pacing - go at own rate, free exploration - let them choose what they want to do, self-correction - find out themselves their results and discovery learning - discover things on his own.

We, as parents, must provide the places of play and materials for play.

SESSION III - TOYS AS LEARNING TOOLS

I. Evaluation Previous Toy

II. Demonstration of Learning Episode
    A. Toy
    B. Role Playing

III. Preview Creativity
    A. Discussion Leader ____________________
    B. Objectives
    C. Assignment

IV. Topic: Toys as Learning Tools
    A. Discussion Leader ____________________
    B. Handouts:
        1. Toys As Learning Tools
        2. Toys to Buy
        3. "Some of the Best Toys Are Free"
        4. Surprise Bag
        5. List From A-Z
        6. Mothers' Helpers
        7. Toys for All Ages

V. Free Discussion

TOYS AS LEARNING TOOLS

Remember our theme of the responsive program, "The environment responds to the child, instead of child responding to environment."

This helps the child's intellectual ability as well as his self-image. Using questions so the child has to think and by using positive statements with the child so the child doesn't feel negative about himself. Remember the conditions the parent must set up in order to provide this responsive program:

1. Free exploration - responsive people and material; let him explore freely.
2. Self-correction - let him see his own mistakes and correct self.
3. Self-pacing - let him go at own pace--do what he is ready to do.
4. Discovery learning - discover for himself - we, as parents, seem to think there is a certain way to play with something. Our children are creative and can think of many things to do with one thing.

As we talk about play, keep these things in mind so we can involve this program in their play.

Play is an important part of a child's life. This is the way our children learn about (1) the world they live in, and (2) about themselves. Play is information gathering: Values of Play:

1. Means of expressing emotions: feeling happy or sad, maybe by coloring or painting can get rid of these frustrations or anxieties through play.

2. Achieves and creates his self-image - an example of this would be if a child continues with one thing, say something already mastered and yet he does it over and over; he is trying to tell us he feels good about himself because he can do it.
3. Social integration - things he plays which require cooperation such as blocks, dolls, dress-up clothes.
4. Improves language and communication skills - dramatic play usually requires a child to speak or communicate verbally. Other means would be puppets or clay. Many times a quiet, shy child or a child with a speech problem will communicate verbally through these means because he feels it is someone else talking, not him.
5. Improves his motor coordination and increases his body awareness. Learns how his body moves and where it will move. Motor learning becomes vital to his later learning. Children learn through their body senses; feeling, tasting, smelling, seeing, and hearing.

It becomes our job to provide materials for children. If we can find ourselves a little creative in materials our children can usually be even more creative in thinking of things to do with them.

You'll find many things in your handout for you to refer to time and time again.

Also, you'll find a list of commercial toys that children should have access to.

PROVIDE YOUR CHILD WITH SOME OF THE FOLLOWING TYPES OF TOYS.

A. Dolls, trucks, dress-up clothes for dramatic play.

B. Blocks of all types.

C. Instruments that can be used with natural elements, water, sand, mud, etc..

D. Art materials of all kinds.

E. Musical instruments.

F. Manipulative toys - small muscle toys.

G. Toys for working large muscles, such as jump-o-leens, ring toss, etc..

H. Books for any and all kinds.

MEET ENVIRONMENTAL NEEDS FOR CONSTRUCTIVE PLAY.

A. Give the child plenty of space to play.

B. Provide a variety of toys and materials that are easily accessible to the children.

C. Provide some quiet corners for the child to play alone, away from household interference.

D. Do not set limits as to how many toys may be used together, or as to how the toys may be used.

E. Provide some organization to materials - plastic dishpans or clothes baskets placed on low shelves are excellent for this purpose.

F. Allow the child to choose his own activities for the most part. Be prepared, however, to step in and suggest other activities in case of frustration arising from the child choosing a toy that is too difficult.

HANDOUT -- PARENT CRITERIA FOR TOYS

The following criteria should be considered as you choose toys and activities:

Do they meet the requirements of those using them as to size, form, indoor-outdoor possibilities and the need for both learning and sheer fun?

Do they interest children?

Do they adapt to more than one purpose, more than one child, or more than one age level?

Do they withstand hard use?

Do they comply with safety standards?

Do they encourage action which can be completed in a relatively short time for young children or challenge the ingenuity and perseverance of older ones?

Do they help the child gain some competence for living in the world?

Do they build a variety of understanding at each child's level?

Do they contribute toward his readiness for the next step in his growth?

Do they invite exploration of the arts and sciences?

Do they develop strength and skill together with eye-hand coordination?

Do they help to strengthen good relationships with other people?

Do they offer opportunity to converse and correspond with others?

Do they provide for both social and independent activity?

Do they arouse wonderment, imagination, or creative thinking?

Do they suggest experimentation?

Do they help children clarify their experiences?

Do they make possible opportunities for children to feel good about themselves as they do their own thinking?

Do they justify their cost?

Do they compare favorable in price to similar articles?

Do they represent what the manufacturer claims in ease of assembling and using?

SOME OF THE BEST TOYS ARE FREE -

- Milk cartons
- Egg shells
- Cereal boxes
- Aluminum foil
- Plastic bottles
- Old nylons
- Orange-juice cans
- Hair rollers
- Soap flakes
- Measuring spoons
- Sieves
- Spools
- Corks
- Raisins
- Pots & pans
- Walnut shells
- Toilet paper rolls
- Shoe laces
- Paper bags
- Cotton
- Clothespins
- Laundry sprinkler
- Sponges

SOME GOOD THINGS FOR THE SURPRISE BAG -

- Playing cards
- Flannel board
- Scraps of flannel
- Pipe cleaners
- Blunt scissors
- Scotch tape
- Miniature doll family
- Magnifying glass
- Pick-up sticks
- Stapler
- Paper punch
- Coloring book
- Magic slate
- Bean bag
- Wooden cheese boxes with lids
- Something inside boxes
- Magic markers
- Thick crayons & pad of paper
- Magnet
- Sewing cards & yarn
- Small animals & cars
- Old pocketbook with old keys, costume jewelry, handkerchief, etc.
- Gummed labels, stamps, & paper shapes, stars, moon, etc.
- Colored construction paper

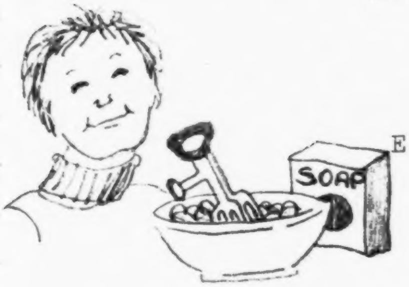
FROM A - Z

A is for Acoustic Tile - used with colored golf tees for peg board.

B is for Blocks - made by putting two milk cartons together.

C is for Coffee Cans - made into drums by using a plastic lid on each end. Various sizes of cans can be fun to stack.

D is for Dough - 2 cups flour, 1 cup salt, and enough water to make it easy to use. This should be stored in a coffee can or other air tight container.



E is for Egg Beater - used with soap flakes and water. The soap can be used to finger paint, to frost old tree branches, or to just enjoy with the egg beater.

F is for Findings - buttons, beads, feathers, pieces of pretty paper, and anything to sort, string and paste.

G is for Grocery - empty boxes, cans and bags to use in stores and play houses.

H is for Hats - Mom's and Dad's old ones to use with other old clothes for dress up.

I is for Inner Tubes - they make ponds to fish in, baskets for balls and bean bags, boats, etc. It's fun just to roll on them, tug them, sit in them, and bounce on them.

J is for Jello - and other things the children can help cook.

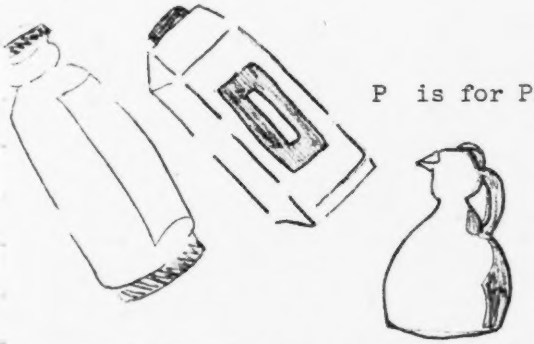
K is for keys - the old ones left from no longer used locks. These are used or just carry in a purse or a pocket.

L is for Lotto Matching Games - made with magazine pictures.

M is for Macaroni - with different kinds of cereal shapes. Paste these to a paper plate, board, box, or paper. Macaroni can be painted, dyed with Rit dye, or food coloring.

N is for Nutshells - walnut halves, especially, for making boats. Add a toothpick mast and a paper sail.

O is for Old Boxes - which become a doll house, car, boat or plane, or a cage for a toy animal, or lots of other things.



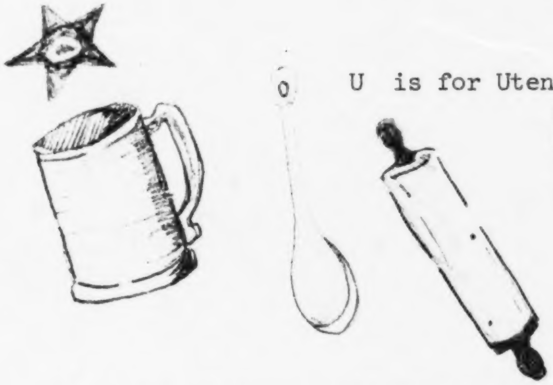
P is for Plastic Bottles - used to fill with sand outside or for pouring water at the sink. Two plastic milk cartons put together make good blocks.

Q is for Q-tips - used with toothpicks or other things to make pasted collage pictures.

R is for Ribbons - those left from packages, etc. These can be used for pasting, cutting, stringing, or to wear for dress up.

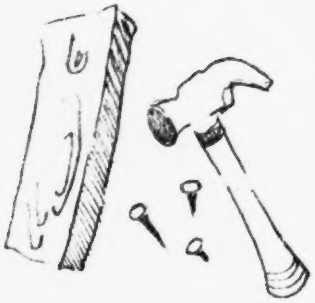
S is for Spools - Dyed with Rit dye. String them, hammer them, or use them to paint with.

T is for Tin Cans - to fill with sand, use in a grocery store, or to make a container for blowing bubbles with soapy water and a straw.



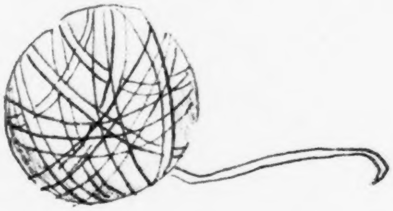
U is for Utensils - from the kitchen: the measuring spoons, metal cups, wooden spoons, cookie cutters, etc. Some make a rhythm band. Others make painting tools. Still others are fun to use with the flour and salt dough.

V is for vinegar - added to Easter egg dye, used to dye egg shells for pasting, or used to dye spools for stringing.



W is for Wood - scrap pieces for hammering and sawing.

X is for Xmas cards and other greeting cards - cut up for puzzles, or used for cutting and pasting.



Y is for Yarn - to paste or use for stringing.

Z is for ZBT baby powder cans or other cans with a screw on lid to use for a rhythm band shaker.

MOTHER'S HELPERS

PLAY DOUGH:

1 cup salt
3 cups flour
2 Tlbs. oil (if you have it)

Enough plain or colored water to make smooth dough (about 1½ cups)

Mix Together (let the kids do it). Will keep if covered in refrigerator for several weeks.

Add more flour or water if too sticky or dry.

BLOWING BUBBLES:

Add some dishwashing detergent to a bowl or glass of water.

Give the kids a straw and let them blow!

GROWING THINGS:

Children need to care for growing things.

Get some slips of ivy or geranium or avocado pit, sweet potato, carrot tops, or some other plant from a friend or neighbor who likes plants. Put in water in a glass and watch the roots grow.

Then help the child plant it in a can or container of some kind.

This is a good beginning for responsibility in caring for something themselves.

Do several in case one doesn't make it.

Also, you can grow seeds in a see-through jar or glass in a piece of wet cotton. This way you can see the roots growing, too. Use any kind of seed and keep the cotton moist at all times.

"HELPING" WITH COOKING

Don't forget that little fingers love to help cook:

- roll out cookies
- roll out pie dough
- help with tortillas
- mix sugar into applesauce
- making meat balls
- break eggs when a broken yoke doesn't matter
- hand mix a meat loaf
- cutting cookies
- kneading bread

MACARONI STRINGING

Macaroni
Heavy cord from around packages

Get big blunt needles, string, and macaroni. Be sure to tie one end of the string so the macaroni doesn't slip off.

PLAYING STORE

Empty cans with labels, but no lids, open from bottom side
Empty cereal boxes
Empty egg cartons
Play money cut from paper sacks or old coupons are good for money

Lots of fun and good learning experience. What other place do the children love most but the pretty grocery store?

PASTING

Paper sacks, let children paste magazine pictures, toothpicks, macaroni, cheerios, ribbon, seeds, left-over thread, lace, etc. Call them collages.

HOME-MADE PASTE

3 cups water	1 tsp. alum
1 cup flour	1 cup water

Mix the flour and water (1 cup each) into a smooth paste. Bring the 3 cups water to a boil and add the paste, stirring constantly. Add alum. Put into jar with cover.

MAKE BELIEVE

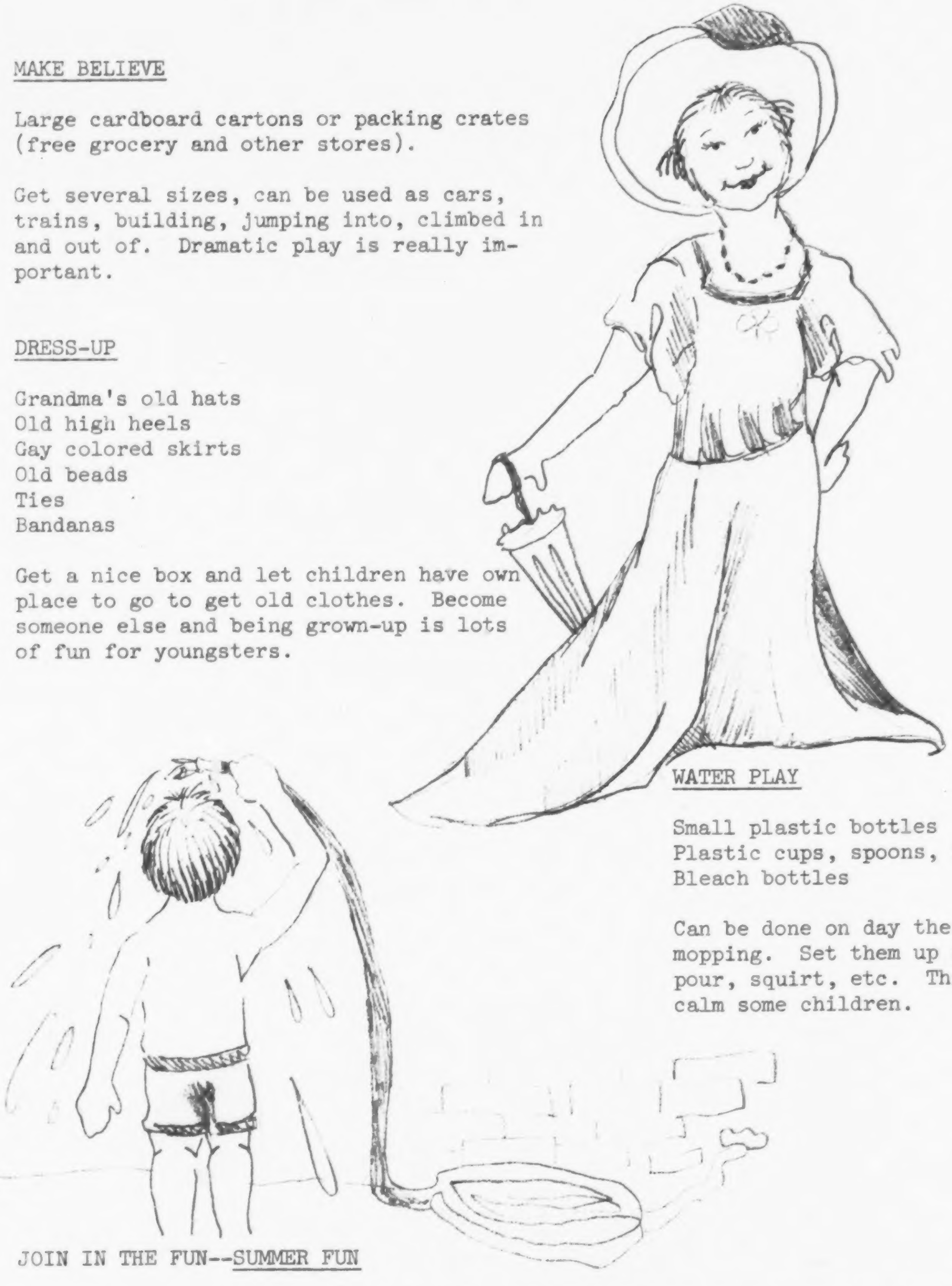
Large cardboard cartons or packing crates (free grocery and other stores).

Get several sizes, can be used as cars, trains, building, jumping into, climbed in and out of. Dramatic play is really important.

DRESS-UP

Grandma's old hats
Old high heels
Gay colored skirts
Old beads
Ties
Bandanas

Get a nice box and let children have own place to go to get old clothes. Become someone else and being grown-up is lots of fun for youngsters.



WATER PLAY

Small plastic bottles
Plastic cups, spoons, funnel
Bleach bottles

Can be done on day the floor needs mopping. Set them up at sink, can pour, squirt, etc. This seems to calm some children.

JOIN IN THE FUN--SUMMER FUN

garden hose
sprinklers
etc.

Also, bucket of water with fool-colored suds (Ivory or Lux flakes), a broom, and let them paint driveway or sidewalk. Then can hose it off.

WOOD WORK

hammer
15¢ worth large nails
scrap wood (lumber yards have free scrap boxes where you can get odd pieces of wood)

Hours of enjoyment for very little money. Keep a "wood box" for a rainy day.

Sand paper and piece of wood and let them sand down the wood and brush it off.

SOAP SUDS FINGER PAINTING

Soap flakes (Lux or Ivory - not a detergent)
Water

Add equal amounts of soap and water together in a bowl. Beat with an egg beater (or shake in a jar) until stiff like egg whites.

Can be used directly on table top, or try, brown wrapping paper, grocery sacks, etc. Then when finished, it washes right off.

BUTTONS

Old piece of material
Needle and thread
Odd buttons

Let children sew on scrap cloth.

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Needle and thread
Odd buttons

Let children sew on scrap cloth.

TOYS FOR: INFANTS - ONES - TWOS

Who play alone, and side-by-side

Who are self-centered and possessive

Who exhibit incessant random motion

Who look, listen, feel, reach, grasp, hold, pick-up, carry, and drop

Who put-into, take-out-of, take-apart, put together, push, pull and drag

Who rock, crawl, bounce, jump, climb, and throw

Who like to test muscles

Who have a wide-open curiosity

THE INFANT

Toys that attract the eye, tickle the ear and tempt the reading muscles:

- strings of colored plastic beads
- spools or large buttons
- small bells on string to hang from crib
- rattles
- large plastic rings
- floating bath toys

THE SITTER-UPPER

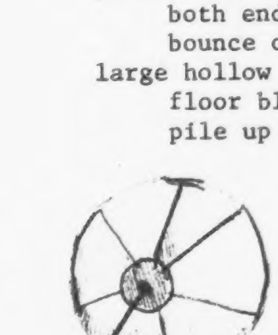
Toys that appeal to the senses and muscles:

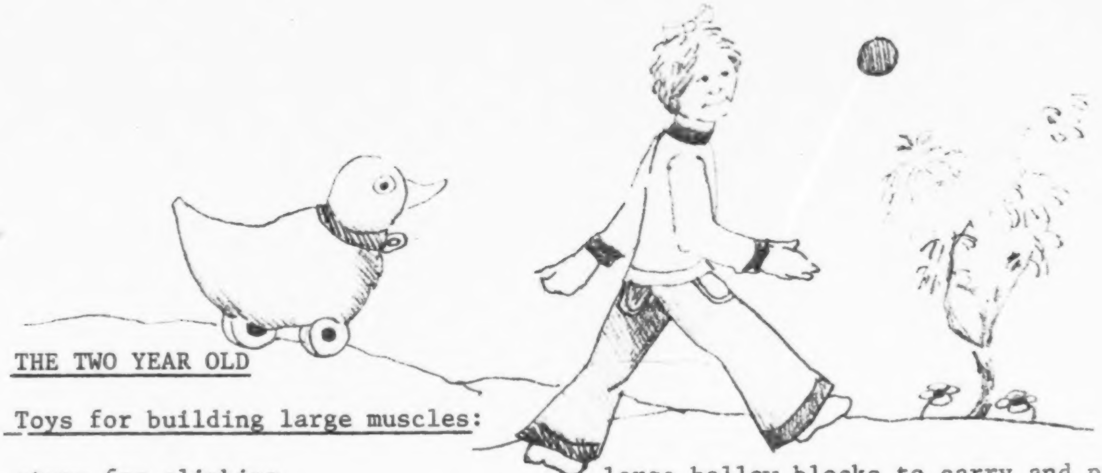
- soft toys for throwing
- light plastic blocks
- washable unbreakable doll
- tinkling bells, musical rattle
- tissue paper for rattling or tearing
- squeaky toy animal
- nests of hollow blocks or boxes to pull apart and put together
- empty containers with removable lids to take off and put on
- toys in boxes or baskets for putting-in and taking-out
- floating bath animals

THE TODDLER

Toys that challenge growing powers:

- large, soft ball to push, lie on or roll over
- large colored nesting blocks (with rope handles in the side) to serve for piling up, for seats to sit on, for boxes to put things in, for conveyors for dragging
- carton or wooden boxes (without nails or splinters) to climb upon or into; hollow barrel to crawl through
- plank, slightly raised at one or both ends, to walk on, bounce on and jump off of
- large hollow blocks and small floor blocks to carry and pile up
- sandpile with bucket, scoop and other sand toys
- wagon or truck to ride in
- small rocking horse
- toys for reliving what has been enjoyed in real life, such as household articles, plastic dishes, plastic garden tools, autos, planes, doll, stroller, telephone, small chair
- linen picture books
- books with simple stories and nursery rhymes, jingles
- scrapbooks
- large crayons for marking
- cuddly toy animals
- tom tom, bells, music box





THE TWO YEAR OLD

Toys for building large muscles:

- steps for climbing
- barrel to climb through and roll over
- kiddie car
- large hollow blocks to carry and pile up
- large balls
- push-and-pull toys

Toys for stretching the mind:

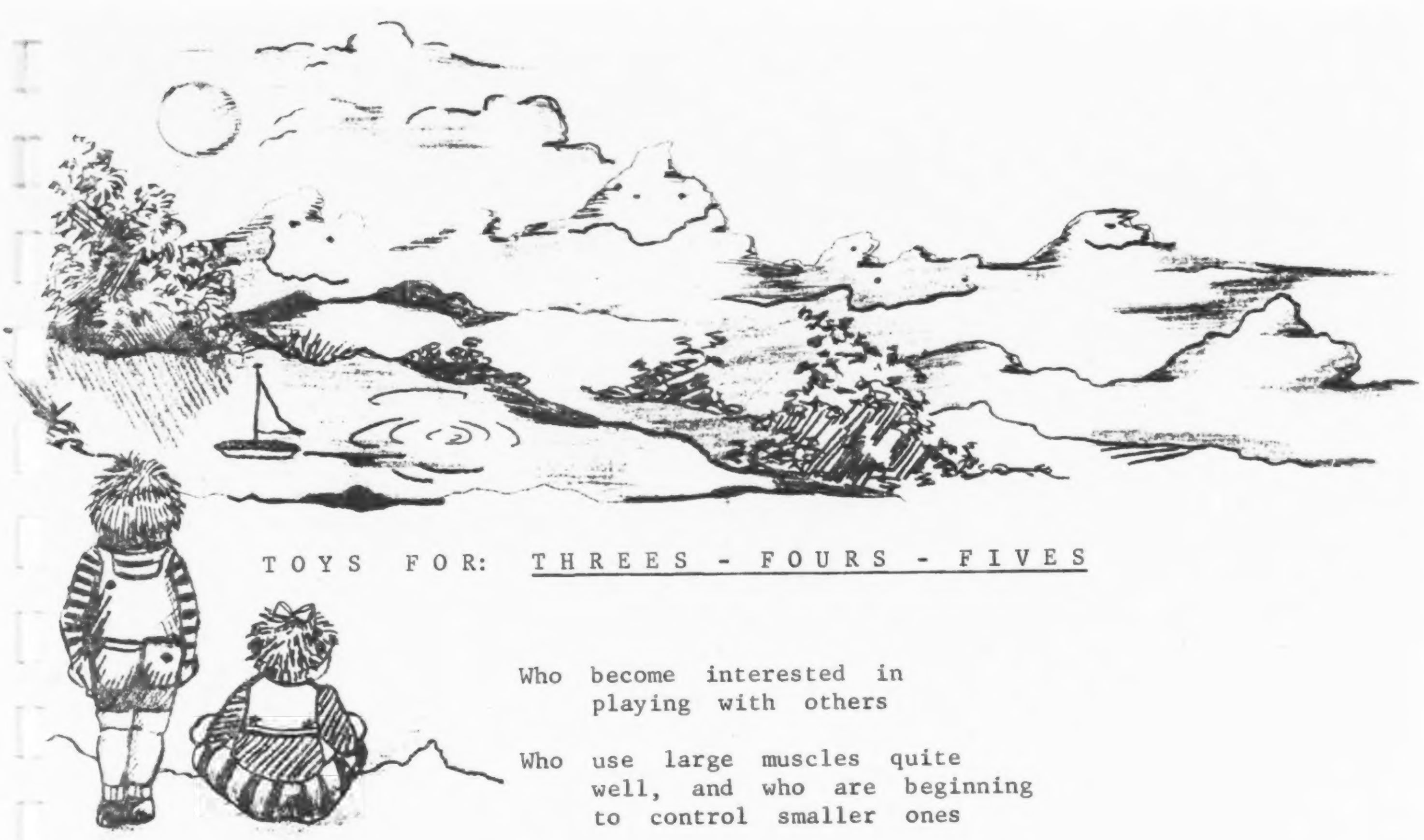
- put-together train, truck, boat or other similar toy
- easy wooden inlay puzzles designed for this age
- nest of blocks
- color cone
- large wooden beads (colored)
- pegboard with colored pegs
- linen picture books
- books with nursery rhymes and simple stories

Toys for pretending:

- housekeeping equipment
- washable unbreakable doll
- cuddly toy animals
- costume box with such simple properties as hat, purse, tie
- ride-a-stick horse

Toys for releasing feelings:

- large crayons
- brush painting materials including large brush and large paper
- materials for hand painting, mud-pie making
- clay modeling
- sand and sand toys
- rocking chair
- small rocking horse
- mallet and wooden pegs
- tom tom, bells
- marimba, music box



TOYS FOR: THREES - FOURS - FIVES

Who become interested in playing with others

Who use large muscles quite well, and who are beginning to control smaller ones

Who enjoy climbing, running, and jumping with a purpose

Who need opportunities for self-help

Who have difficulty distinguishing between fact and fantasy

Who have spotty information

Who, as girls, like to dress dolls; and who, as boys, like to build.

Toys, games and apparatus for strengthening large muscles:

- Climbing tower, turning bars, crawling through apparatus
- wagon (Large enough to hold child)
- tricycle (of correct size)
- bouncing horse
- push-and-pull toys for younger children
- jump ropes for older children
- large balls
- paddle with ball attached
- bean bags
- simple throwing games
- simple rolling games
- ten pins
- large hollow blocks
- mallet with peg set for younger children
- work bench with real tools for older children

Toys that stretch the mind:

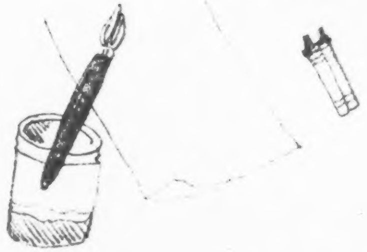
- lock with key
- magnet
- aquarium, terrarium
- water play toys, bubble set
- inlay puzzles, matching picture games
- view master with slides, filmstrips
- globes for older children
- books with simple stories, poems, jingles, nursery rhymes
- picture books

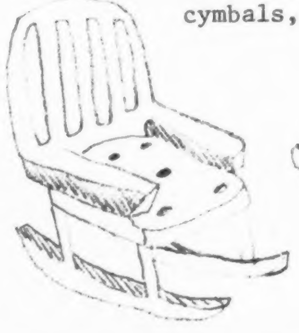
Toys for pretending:

- washable unbreakable doll that can be dressed and undressed
- housekeeping equipment of all sorts including cooking, laundering, gardening
- costume box for "dress-up" clothes
- space hat
- assorted floor blocks with small family figures
- toy luggage
- farm and zoo animal sets
- transporation toys; boats, trucks, planes, trains, autos
- steering wheel
- ride-a-stick horse
- sheet or blanket for play tent
- large cartons for making stores, houses, stations and for climbing into

Toys for releasing feelings:

- crayons
- painting materials with large brush and paper
- hand-painting materials
- blunt scissors and paste
- clay
- hammer, nails and soft wood
- large wooden beads for younger children, smaller beads for older ones
- sand and sand toys
- wading or swimming pool
- rocking chair
- cuddly toy animals
- puppets (stick and hand)
- musical toy, music box, record player
- percussion instruments such as: tom tom, bells, triangle, finger cymbals, gourd tone block





TOYS FOR: SIXES - SEVENS - EIGHTS

Who are learning more
about teamwork

Who have fairly good control
of small muscles

Who attempt most anything

Who are very imaginative

Who begin to make practical
use of skills in reading
and writing

Who like magic, comics, simple
table games, puzzles, and
collections

Who, as girls, enjoy paper dolls,
jump ropes, hop scotch, and
skates.

Who, as boys, enjoy digging and
building.

Toys, games and apparatus for strengthening the muscles and developing skills:

trapeze, horizontal ladder
climbing apparatus (knotted rope, rope ladder, climbing tower)
tumbling mat
tire swing
punching bag
balls, bean bag games, ring toss game
jump ropes, hoops, marbles, pogo stick, kite
bicycle, wagon, sled, skates
swimming accessories such as life jackets, inflatable animals for water play
garden tools and seed packets

Toys and games for stretching the mind:

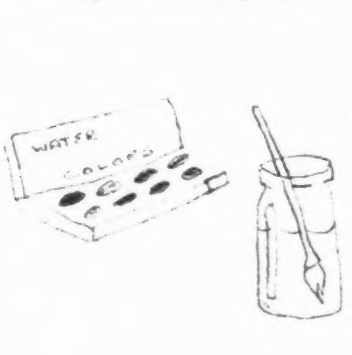
magnets, thermometer, magnifying glass, soap bubble set, balloons
clock dial, abacus, cash register, weighing scales, number games
anagrams, lotto, alphabet sets, printing sets, typewriter, puzzles including map inlay puzzles
checkers, parchesi
view master, slides; films, filmstrips
globe of the world
chalkboard, flannel board
books; some to read, some for being read to (poetry and stories)

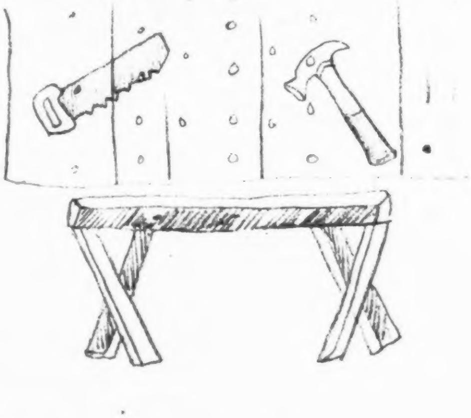
Toys for make-believe:

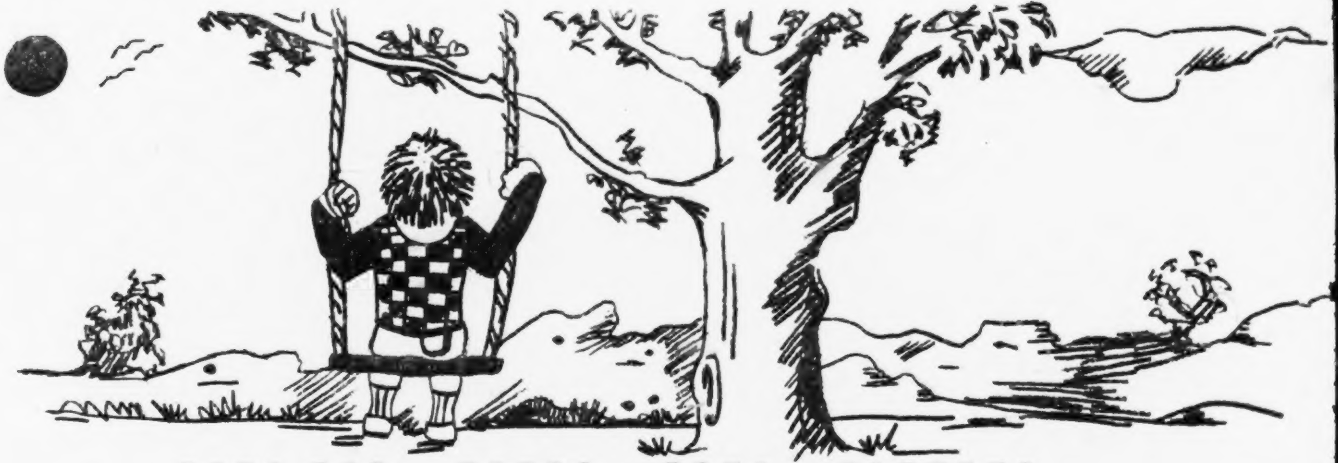
playhouse easily converted into store, school, theater, club room
costumes for "dressing-up"
doll house, doll furniture
boy and girl dolls
dolls from other parts of the world
transporation toys: boats, trains, planes, dump truck, tractors
toy circus
puppets

Toys to satisfy that urge to create and to express feelings;

crayons, paint, colored chalk to use on paper
materials for paper sculpture, clay
sewing kit including cloth for making doll clothes, tape measure
simple weaving materials
work bench with real tools
construction sets, design blocks
melody bells, resonator bells
marimba, xylophone
percussion instruments
record player

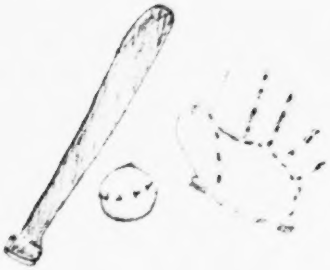






TOYS FOR: NINES - TENS - ELEVENS

- Who work well in teams
- Who are always on the move
- Who engage in active, rough-and-tumble play
- Who are avidly exploring and discovering
- Who have community interests
- Who are loyal to country
- Who like clubs, trips, pets, comics, crafts, and musical instruments
- Who have little use for the opposite sex.



Materials for developing teamwork and for contributing to "club" interests:

baseball, bat, gloves
basketball equipment
football
tennis ball and racquet
badmiton set
table tennis set
croquet set
shuffleboard
gardening tools
camping equipment
beach and water balls

Games and apparatus for maintaining muscle tone and for perfecting skills:

trapeze, horizontal ladder, rings
climbing rope
tether ball, boxing gloves
dodgeball
bicycle, skates (roller and ice)
skis, sled
jump rope

Materials for creating and for building confidence and self-esteem:

clay, paints, crayons
craft sets: leather, plastic, metal
   stenciling on fabric
shell jewelry set
basket making
bead work
tools, lumber and whells for making
   vehicles boys can drive
models for making rockets, planes,
   trucks, ships
fishing equipment
camera
puppets
character dolls and materials for making
   doll clothes
harmonica
musical instrument (this is the time
   children are interested in music lessons)
record player

Materials for stretching the mind:

microscope, magnifying glass, binoculars,
   telescope
batteries, electrical bell, switches,
   electrical cord
strong magnets
kite
meter stick, tape measure (steel and
   cloth), number line, protractor
speedometer, micrometer, barometer
stop watch, electric clock, alarm
   clock, sun dial, 3 minute egg glass
scales
compass
models of geometric figures
chess, dominoes, checkers
slides, films, filmstrips, globe, maps,
   chalk board
hobby sets: stamp collector's album,
   rock-hound sets
jig-saw puzzles
books of reference: simple science and
   math, travel, exploration, adventure,
   discovery, invention
typewriter
live pets

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NUMBER PUZZLE

GAME I

EQUIPMENT: One (1) number puzzle with pegs.

PURPOSE: To help the child learn to match numerals with the number quantities that they represent.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the puzzle on the floor or on a table.
2. Allow the child free play.
3. After the child has played with the puzzle for a few minutes, pick up the # 1 section of the puzzle and say, Q: "This is the numberal 1 (point to the numeral). Let's count how many pegs there are ...1."

   Now pick up the # 2 section and say, "This is the numeral 2 (point to the numeral). Let's count the pegs ... 1...2." Do not worry if the child does not count along with you. Continue counting until you have counted all ten sections of the puzzle.
4. After your child has played this game several times, or becomes board, go on to Game II.

NUMBER PUZZLE

GAME II

EQUIPMENT: One (1) number puzzle with pegs.

PURPOSE: To teach the child to count in sequence.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. After your child has gone through Game I several times or seems bored with the game, begin Game 2.

3. Pick up the # 1 section of the puzzle and say, "This is the numeral 1, and there is 1 peg. Which numeral comes next?"

Q:

I: If the child selects the wrong number, pick up the # 2 section and say, "The numeral 2 comes next. Do you want to count the pegs?"

If the child makes a mistake, tell him the correct numeral.

Q: If the child selects the # 2 section, say, "Yes, the numeral 2 comes next. Would you like to count the pegs?"

Continue the game until you have counted all ten sections of the puzzle.

SESSION IV

CREATIVITY

ASSIGNMENT SHEET

I. My child showed the following expression of curiosity:

A. I utilized the following type of reinforcement:

1. The following expression of creativity resulted:

Comments:

II. Expression of curiosity:

A. Reinforcement utilized:

1. Resultant creativity:

Comments:

III. Expression of curiosity:

A. Reinforcement utilized:

1. Resultant creativity:

Comments:

SESSION IV

CREATIVITY

To overly structure a unit entitled Creativity seems somehow to be a self-defeating approach. The following program is based upon the premise that creativity stems from free exploration and expression, when the individual is appropriately stimulated, and then reinforced. It should be used mainly as a guideline and the presenter of this unit should feel free to use supplemental and additional methods in an attempt of conveying feelings conducive to the stimulation of creativity and free expression. This is an attempt to break away from traditional educational procedure. Habit strength is necessary to learning, but can be detrimental to free expression and creativity. Through reinforcement of creative expressions and through multi-modal enrivonmental stimulation, the child can better maximize learning and expressive potentials.

SESSION IV

CREATIVITY

I. Evaluation of previous toy.

II. Demonstration of Learning Episode.

III. Preview self-image.
  A. Discussion leader ________________________
  B. Objectives
  C. Assignments

IV. Topic: Creativity.
  A. Discussion leader ________________________
  B. Equipment
    1. Overhead and overlays
    2. Film (Why Man Creates) and projector
  C. Handouts:
    1-3. Assignment sheets
    4. Class activities
    5. Be Aware...
    6. A Key ...
    7. Transmitting Creativity
    8. Bibliography

V. Introduction.

VI. Film.

VII. Presentation - Discussion - Involvement.

VIII. Conclusion.

PARENT OBJECTIVE

To meet criterion each family represented will complete two of the three assignment sheets and discuss their efforts during the creativity session.

CLASS ACTIVITIES

1. Compose a list of methods of how to squelch creativity in your child.

2. Write a poem about the creativity cycle.

3. Compose a list of reasons why you disagree with the approach taken by the presenter in regard to the transmission of creativity.

4. Define creativity.

5. Develop an original game to be played by the number of people in your group, utilizing a ping-pong ball, a light bulb, and a loaf of bread.

6. Develop a game to be played by the number of people in your group utilizing a spool of thread, a Dixie cup, and a catcher's mitt.

7. Formulate a group answer to the question: Why does man create?

8. Make a list of the things the members in your group consider to be more important than creativity in the upbringing of a child.

BE AWARE OF YOUR CHILD'S NATURAL CURIOSITY

AND

REINFORCE HIM IN THE DIRECTION OF CREATIVE BEHAVIOR

If you accept the idea that children are naturally curious and the thought that curiosity leads to creativity, then it behooves you as a parent to be aware of, or at least on the lookout for, expressions of natural curiosity in your child. Further, the more aware you become, and the more you learn of reinforcement techniques, the better your opportunity to reinforce him in the direction of creative behavior.

Watch your child in the kitchen. Perhaps he will pick up an object he has never realized before. Watch what he does with it. He may smell it, taste it, feel it, throw it, play with it, or even try to break it. For some reason your child wants to know what that object is. He wants to understand. He's willing to put forth the effort to test it in any way that he can. You can help.

What you can do to help, of course, depends a great deal on circumstances, such as age of the child and the object at hand, etc. Preschool children can be easily structured into seriation games (putting things in sequence from largest to smallest, grouping objects by color or shape, etc.)

If your child by chance has selected some object like a jar of spices, and by chance he smells it, at the exact time he is smelling it you can do a little acting. Say, "Smells Good!" Take the object from him and say, "Johnny smell the spices." You are teaching him about spices, smell, sharing, communicating, words, and love.

It is impossible to structure in this document situations that will be directly pertinent to your child. For, although he is like other children in that he is curious, he is unique in his own individual curiosity. Be interested in what he is interested in. If it seems right and it seems good and you think he can learn from it, reinforce it any way you can. Don't force him to do it. It isn't necessary. At this stage in his life, he wants to learn more than you do.

If you want him to become interested in a book, eliminate other distractions. Then sit down in the middle of the floor with the book yourself and become intensely interested in reading it to yourself. Your child will be there in a second. He wants to do what you do. He's intensely curious. Gradually structure the situation so that you are reading to him or he is looking at the book himself. Take it naturally from there. Don't prolong the situation; your child knows how long he wants to be interested in something. Be supportive. Be helpful. Be amazed.

A KEY TO CREATIVITY IS BEING ABLE TO SEE THINGS IN A NEW WAY

Can you take time to read this document and think about each word? Are you really too busy? If so, perhaps you won't be able to see things in a new way.

Life is chaotic
Society psychotic.

There's no time for me
To consider a tree.

I just really couldn't
It's not that I shouldn't.

I'm just not that free
To consider a tree.

But maybe I can be.

Okay. So you decide to take the time to try to look at something in a new way. Really, what is there to be learned from a tree? I thought about it for about 15 minutes and these new learnings came to me: 1. Trees branch out from a main trunk like: religious denominations, state highways (from the capital), families, etc. 2. Trees are an important part of the ever-continuing cycle of life. They are rooted into the ground and reach up into the air (Remember the illustration in the fifth grade science book.) The tree grows from the ground into the air, drops its seed back to the ground, and begins again. 3. Men are very much like trees. Some are solidly rooted, some are barren, some bear fruit, some are dying, some are being born, some are as solid as an oak (pardon the expression).

I realize these aren't fantastic philosophical breakthroughs or even perhaps logical commentaries about life, but then I only spent 15 minutes. Besides, more importantly, I had a sense of relaxation when I just took the time to do it. What is really more important anyway than being able to enjoy the very basic, simple things of life?

You really do have the time--do you have the contentment to give it a try? Besides, it doesn't have to be a tree. Whatever interests you. Whatever it is, first take the time to look at it; secondly, try to look at it in a new way. It can't hurt a bit.

TRANSMITTING CREATIVITY

What is creativity? Creativity to me, is first, the ability to bring a new thing or things into being from seemingly unrelated parts.

Many individuals do not realize the creative potential they possess, but man does create. Why does he? Why isn't he content with the current status quo?

In the beginning God created the heaven and the earth. The biblical account tells us that God created something from nothing. Man has yet to be able to do that. Man, however, is highly creative. Perhaps man became man because of the onset and evolution of the creative process.

Although man has yet to be able to create something from nothing, he is capable of bringing into being a totally new object of situation from seemingly unrelated parts or materials. For example, a great artist transforms a blob of clay into an object of awe. A musician performs a musical composition adding his own creative interpretation, and electrifies an audience.

Creativity is an outgrowth of the thought process. The thought process is possible because of man's neurological structure. The brain is composed of 15 to 17 billion individual neurons. Individual neurons, of course, are microscopic. They work chemically and electrically. Information then is passed from one neuron to the next and is the physical property of thought. The dendrite is the receiver for the individual neuron and the axon is the sender. There is always neurological activity going on in the nervous system. (even during sleep) The number of possible neural inner-connections in man (remembering now there are 15 to 17 billion neurons in the human brain) is greater than the number of stars in the sky or the number of grains of sand on the earth. Man's brain then is highly complicated and extremely capable. It has been said that a very intelligent person who is working up to his capacity in society is only using about 10% of his brain power. Obviously then, 90% is going unused. Even the very best performing human is only utilizing approximately 10% of his brain potential. In spite of this seemingly limiting factor, man has been creative enough and has advanced enough to learn how to fly to the moon, to cure previously incurable diseases, to once in a while organize a society that is not in state of war, and to grant himself very high degrees of physical, personal comfort. Man has been able to often learn from experience and observation and creatively assemble unrelated parts into innovative devices and behaviors. Of course, man has a long way to go considering the wars and the prejudices and the close mindnesses still rampant in the world today.

Despite the fact that all normal human brains look almost exactly alike, regardless of their intellectual ability level, each individual person has a fantastic capacity for unique perceptions, responses, and behaviors.

What is creativity? Secondly, creativity to me seems to be the ability to break mental sets. Some psychologists have described all of human behavior as being a series of different games. Perhaps you've read or heard about Eric Berne's book "Games People Play" or perhaps you've heard the song "Games People Play."

> Oh the games people play now, every night and every day now
> Never meaning what they say now, never saying what they mean
> While they wile their hours in their ivory towers till
> they are covered up with flowers in the back of a black
> limousine.
> People come walking up to you singing glory hallelujah then
> they try to sock it to you in the name of the Lord.
> They're going to teach you how to meditate,
> read your horiscope and cheat your fate and the furthermore
> the hell with hate but they don't really give a damn.

This song was written by Ray Stevens and is an interesting commentary on life as it seems to be. Most children learn rapidly the rules of these intricate games. There are certain things you "must" do and there are certain things that you "must not" do. For example, you must not shout in church. You probably shouldn't pray overtly in the swimming pool. A businessman in sandals is unacceptable. A member of a hippie commune with wingtips is equally unacceptable.

There are various neurologically preset rules by which we operate, also. One of these seems to be: majority rules.

The more creative person (or possibly the more inhibited person) tends to break the rule. How many fantastically successful and gifted individuals have you known or heard of who are nonconformists to a great extent? Why do think this is so?

The main point of this topic in my estimation is: CREATIVE PARENTS YIELD CREATIVE CHILDREN. Perhaps that frightens you. None of you were willing to admit that you had an average amount of creativity. Perhaps you are saying at this point that everyone has more creativity than they really think they do. But let us now discuss how we might promote creativity in our children.

I would like to approach this topic by considering how creativity is inhibited in three different instances: 1) society 2) school 3) home. Perhaps you would agree there is a huge amount of social pressure today for poeple to behave according to pre-existing patterns. Remember "Games People Play?" Isn't it interesting that a group of five to ten people can stand together on a street corner for a period of ten minutes waiting for the same bus and quite possibly not speak a word to one another? Why is this so?

Recent psychological studies have shown that many persons are more concerned about "saving face" than telling the truth or even enduring physical pain. It seems a high priority need for individual to insure that others do not view them as less than a socially adequate individual. Perhaps some of the dissensions in society today are forcing people into various groups, causing them to identify with the overt behaviors of others in their group more than logically and realistically working out individual truths and behavior patterns for themselves.

I feel that many of the routines in school significantly inhibit creativity. Consider the problem. You have 25 - 30 six year olds in a classroom and you are the teacher. Perhaps the first thing you would try to bring about would be control, not creativity. Perhaps this is very necessary. Often times, however, the methods of obtaining control and conformity, which are necessary, often go too far and inhibit creativity. Perhaps you have some ideas on how schools could better promote creativity or what you might do as parents to influence changes that need to be made.

Through research educational psychologists have told us that self-discovered learning is more likely to be remembered than other imposed learning.

A recent and I think impressive trend in education is the "self-discovery" model. If a child has a question about something it is the teacher's role in this model to outline alternative paths in that the child can discover the answer himself instead of being told the answer.

I have never seen a lazy kindergarten child. I have seen some lazy first graders, more lazy second graders, and lots of lazy third graders. What happens to them? Perhaps control and conformity are being emphasized more than creative, self-discovered learning.

Let's consider creativity and the inhibitions thereof in the home setting. Do you recall what I mentioned was the main point of this presentation? CREATIVE PARENTS YIELD CREATIVE CHILDREN. Even with guidance and encouragement, growth towards independence and hence creativity, it is not easy. Often there must be pain and sometimes fear as children reach out towards the unknown. Mistakes and failures cannot be avoided along the way; there may be occasional backward steps but if they meet success much more often than failure, children have reasons for learning to realize their strengths as persons. The joy and pride of gaining confidence in their own powers makes the effort of reaching out worthwhile.

We must be careful to provide materials for the child, but to optimally foster creativity, we must not over structure, over explain, over use, or defeat the purpose of any of the materials. Why do children on Christmas morning, tend to play with boxes the toys came in, or the wrapping paper or the Christmas tree itself? Why do parents get uptight about this fact? Do parents think just because they bought a "plaything" that that is what the child must play with? I submit this particular Christmas morning exercise as a further attempt at categorization and societal lockin. Books are learning from, toys are for playing with, furniture is for staying off of, people are for impressing, etc.

A child's environment should be spiced with various materials conducive to the stimulation of creativity. It's nice to have books around. It's even nicer for the child to see the parents reading books. Clay, paint, hammer and nails, wood, sand, water, cardboard, construction paper, etc., have proven to be excellent materials. Unfortunately, perhaps not all of these materials can be present in the middle of the living room. Go a step further with the child than the obvious use of some of the materials. When the child says, "What is this?" go further than telling him that it is a coat hanger. Tell him it is a coat hanger but ask him what else it looks like. Ask him what it looks like it could be or could do. Show him that it could be a bow and arrow.

Maladjusted children are probably not the product of parents who say "no" too much, but who say "yes" too little. According to the laws of psychology, children need to have structural limits, they need to learn for their own personal safety at times through negative reinforcement. The punishment should be short term and very vivid. Tell him, no he can't do that and then spank him if necessary. But ten minutes later when he is doing something that is quite acceptable, tell him what a good kid he is, tell him how big he is, and tell him how much you love him. The imagination of your child is about all the material you need to foster creativity in your home. Childhood is a time of your life when fluent imagination and creative mentality develop rapidly. Eric Erickson described this age in a child's words, "I am what I am. I am what I imagine I can be." I believe that children will be creative if they are free from unreasonable restraint and afforded appropriate materials and experiences with which to work. Once again CREATIVE PARENTE YIELD CREATIVE CHILDREN. If the parent is free from total domination by the routine of the day and can be attuned to his environment to gain from his satisfactions beyond the first order of recognition, the child will tend to do likewise.

Recapping a bit then:

1. Please realize that you as an individual possess a great amount of creative potential.

2. CREATIVE PARENTS YIELD CREATIVE CHILDREN.

3. The process of transmitting creativity from parent to child is not that difficult. I believe that young children are naturally curious. Because of man's highly developed brain, one who is curious is also creative. The former yields the latter. I believe that children learn in spite of their teachers, many times. I believe that we often overstructure children and in getting them to follow the protocols in order that they might learn, they lose the very spark which makes learning enjoyable - thereby yielding creativity. Children learn from natural, everyday experiences. When near a young child, take some time, sit back and think about what he is learning as he carries out the tasks of play.

4. Not only realize the creative potential that you as a parent have, but continue to foster your own curiosity and creativity.

In closing, remember: CREATIVE PARENTS YIELD CREATIVE CHILDREN. The burden of truth is on you. But children are naturally curious and curiosity leads to creativity. The burden is easy and creativity is fun.

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FEELY - BAG

GAME I

EQUIPMENT: Small bag and two sets of masonite cut-out shapes. Each set has these four shapes: circle, square, triangle, and rectangle.

PURPOSE: To help the child develop understanding of shape by means of tactile and visual stimuli.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he (or she) wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place feely bag and shapes on a table or on the floor.

2. Allow the child free play with them - any way he wishes.

3. Take one, each, of the 4 shapes and put them into the bag; then place the other 4 shapes on the table so the child is able to see them.

Q: 4. Pick up the circle from the table and say to your child, "This is a circle. Find a shape in the bag that is the same shape as this circle."

NOTE: If the child looks in the bag while playing the game, say, "Now find a shape in the bag WITHOUT looking in the bag."

I: 5. If the child chooses a different shape, hold up your circle and the shape the child took out of the bag and say, "No, these two shapes are not the same, try again."

C: 6. If the child chooses a circle, say, "Yes, these two shapes are the same. They are both circles."

7. After the child has found the circle, place the 4 shapes in the bag again. Pick up the triangle from the other shapes, and say, "This is a triangle, find a shape in the bag that is the same as this triangle."

FEELY BAG

GAME II

EQUIPMENT: Small bag and two sets of masonite cut-out shapes. Each set has these four shapes: circle, square, triangle, and rectangle.

PURPOSE: To help the child develop understanding of shape, by means of tactile and visual stimuli.

GENERAL INSTRUCTIONS:

A. Ask your child only once daily if he (or she) wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Take one, each, of the 4 shapes and put them on the floor, or on a table. Keep the other four shapes cancealed beside you.

3. Say to your child, "Close your eyes while I put one of the shapes in the feely bag."

4. Take the circle from the concealed 4 shapes and put it into the feely bag.

Q: 5. Say to your child, "Feel the shape inside the bag, and find a shape on the table that is the same shape."

NOTE: If the child looks in the bag while playing the game, say, "Now find the shape WITHOUT looking in the bag."

I: 6. If your child selects a different shape, have him feel the shape in the bag, and the shape he selected at the same time and say, "No, these shapes are not the same - they are different, try again."

C: 7. If the child clooses a circle from the table, take the circle out of the feely bag and the circle he chooses from the table and say, "Yes, these two shapes are the same. They are both circles."

FEELY BAG, GAME II (CONTINUED)

8. Place the 4 shapes on the table again. Have the child close his eyes while you put one of the cancealed 4 shapes (for example: a square) in the bag. Have the child feel the shape in the bag and find one on the table that is the same shape.

Q:

FEELY - BAG

GAME III

EQUIPMENT: Small bag and 2 sets of masonite cut-out shapes. Each set has these four shapes; circle, square, triangle, and rectangle.

PURPOSE: To give the child experience in developing problem-solving and pattern extension.

GENERAL INSTRUCTIONS:

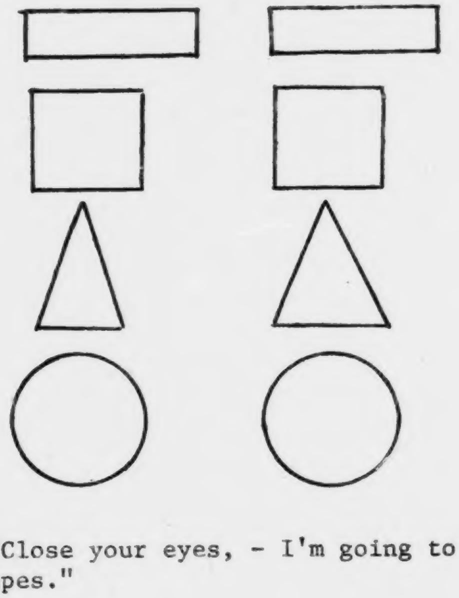
A. Ask your child only once each day, if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules, if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Before starting the game, allow the child free play.
2. Then place the shapes on the floor, or table, as below:



and say, "Close your eyes, - I'm going to take away one of the shapes."

Q: 3. Take one of the circles off the floor and put it in the bag, and say, "Open your eyes, - which shape is missing?"

FEELY BAG, GAME III (CONTINUED)

4. If the child says a piece other than the circle, say, "Feel the shape inside the bag ...what shape is it?"
I: If he says circle, say, "Take the circle out of the bag and put it on the floor in its place."

NOTE: If the child looks in the bag while playing the game, say, "Now, find the shape WITHOUT looking in the bag.

I: 5. If the child is unable to put the circle on the floor where it should go, say "There are two rectangles here (pointing to the rectangles), 2 squares here and 2 triangles here, but there is only one circle here ... the circle goes here."

C: 6. If the child chooses a circle, say, "Yes, a circle is missing, take the circle out of the bag and put it on the floor in its place."

7. Play the game several times, removing a piece at a time from the pattern.

8. After the child is able to see one missing piece, remove two pieces and ask which pieces are missing.

ASSIGNMENT SHEET

POSITIVE SELF-CONCEPT

1. In your own words write in the space below what you consider to be a definition of self-concept.

2. Write 2 examples of what you consider to be important aspects of the development of a positive self-concept.

   A.

   B.

SESSION V - POSITIVE SELF-CONCEPT

The following considerations will be explored in this session: What is a self-concept and how it develops; areas that keep the self-concept from thriving and areas in which we can reinforce it; dependent-to-independent behavior.

Various involvement exercises designed to aid us in our discussion and understanding of a positive self-concept: illustrations, open discussion, handouts, and home assignments.

SESSION V

POSITIVE SELF-CONCEPT

I. Evaluation of Previous Toy

II. Demonstration of Learning Episode
  A. Toy
  B. Role playing

III. Preview Discipline
  A. Discussion Leader ____________________
  B. Objectives
  C. Assignment

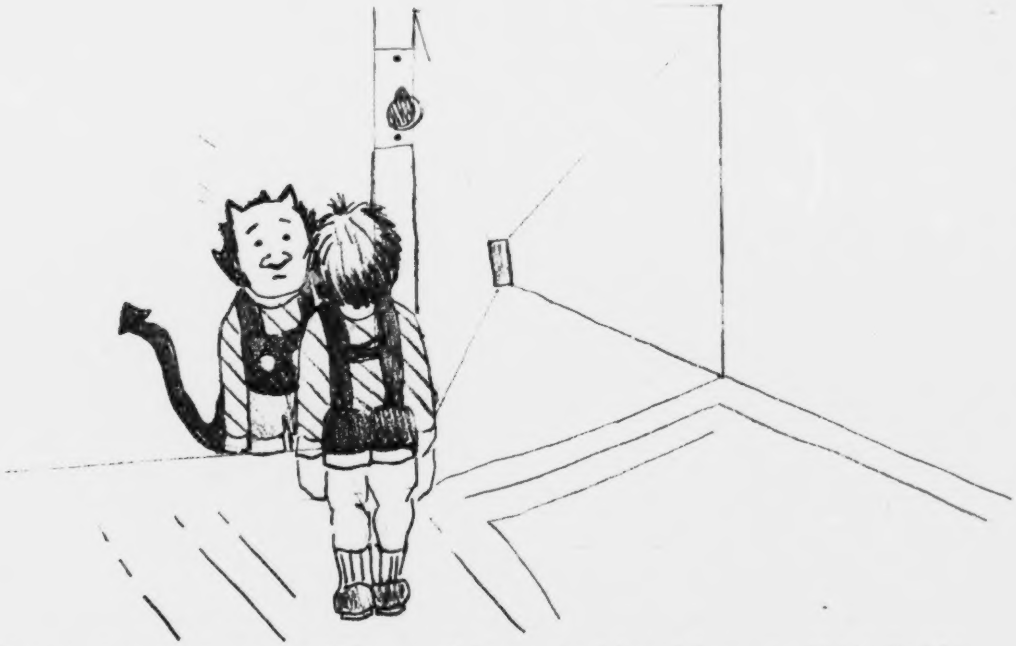
IV. Topic: Developing A Positive Self-Concept
  A. Discussion Leader ____________________
  B. Handouts:
    1. Developing Positive Self-Concept
    2. Poem: Growing Self
    3. To the parents
  C. Films
    1. "Claude"
    2. "When Should Parents Help"
  D. Open Discussion

OBJECTIVES

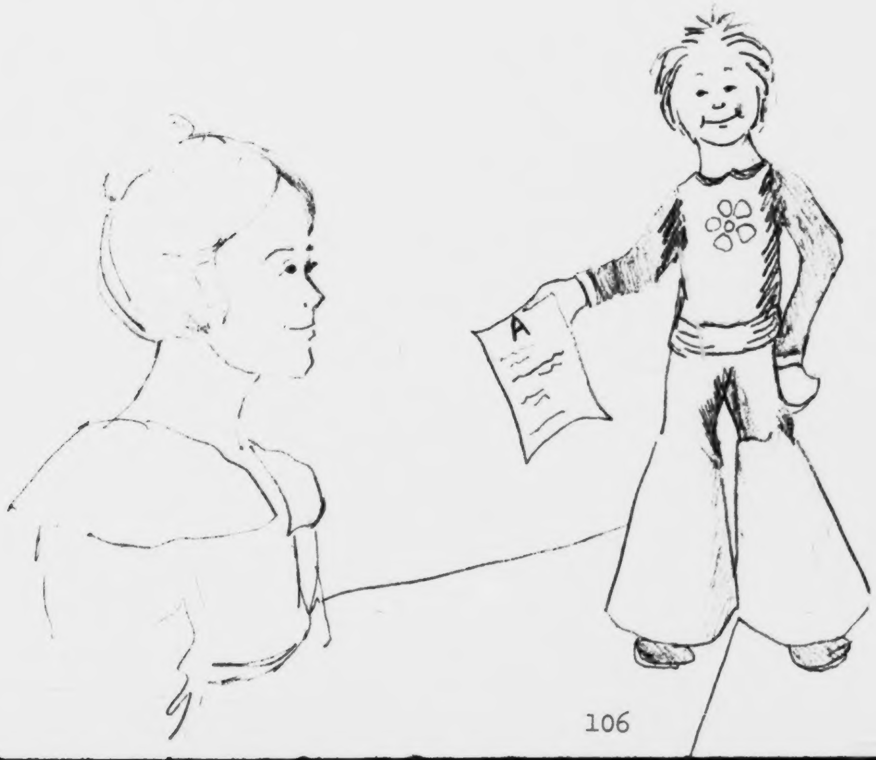
During the session following creativity (Positive-Self-Concept) each class member will present two important aspects concerning the development of a positive self-concept. Each member will analyze all descriptions by writing them in order of importance.

DEVELOPING A POSITIVE SELF - CONCEPT

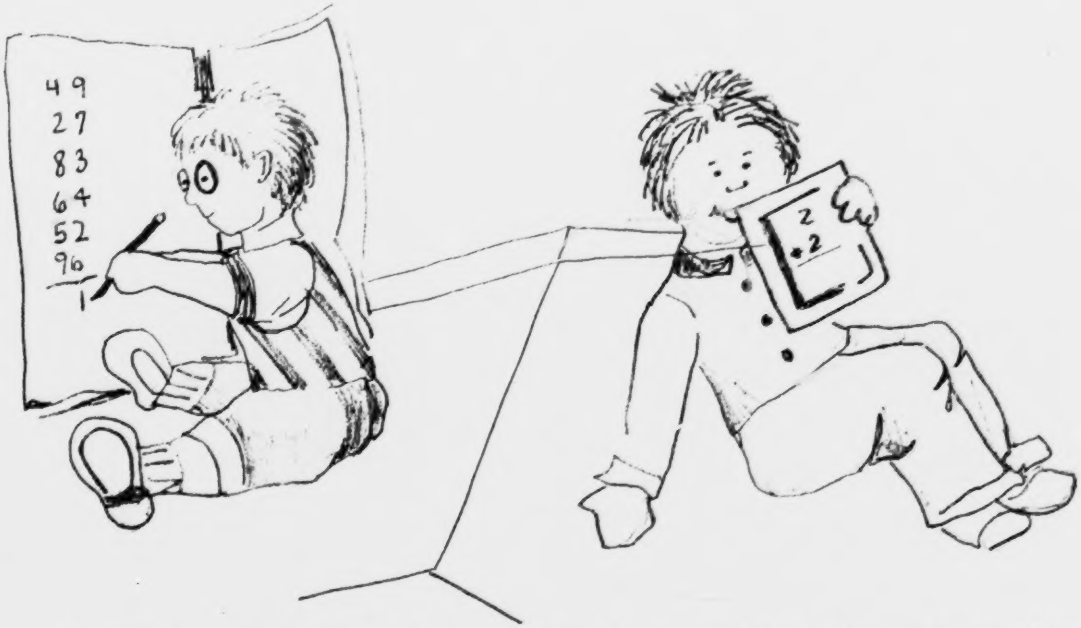
The experience that contributes to, or destroys, a child's self-concept always takes place in relation to other people, particularly their parents.



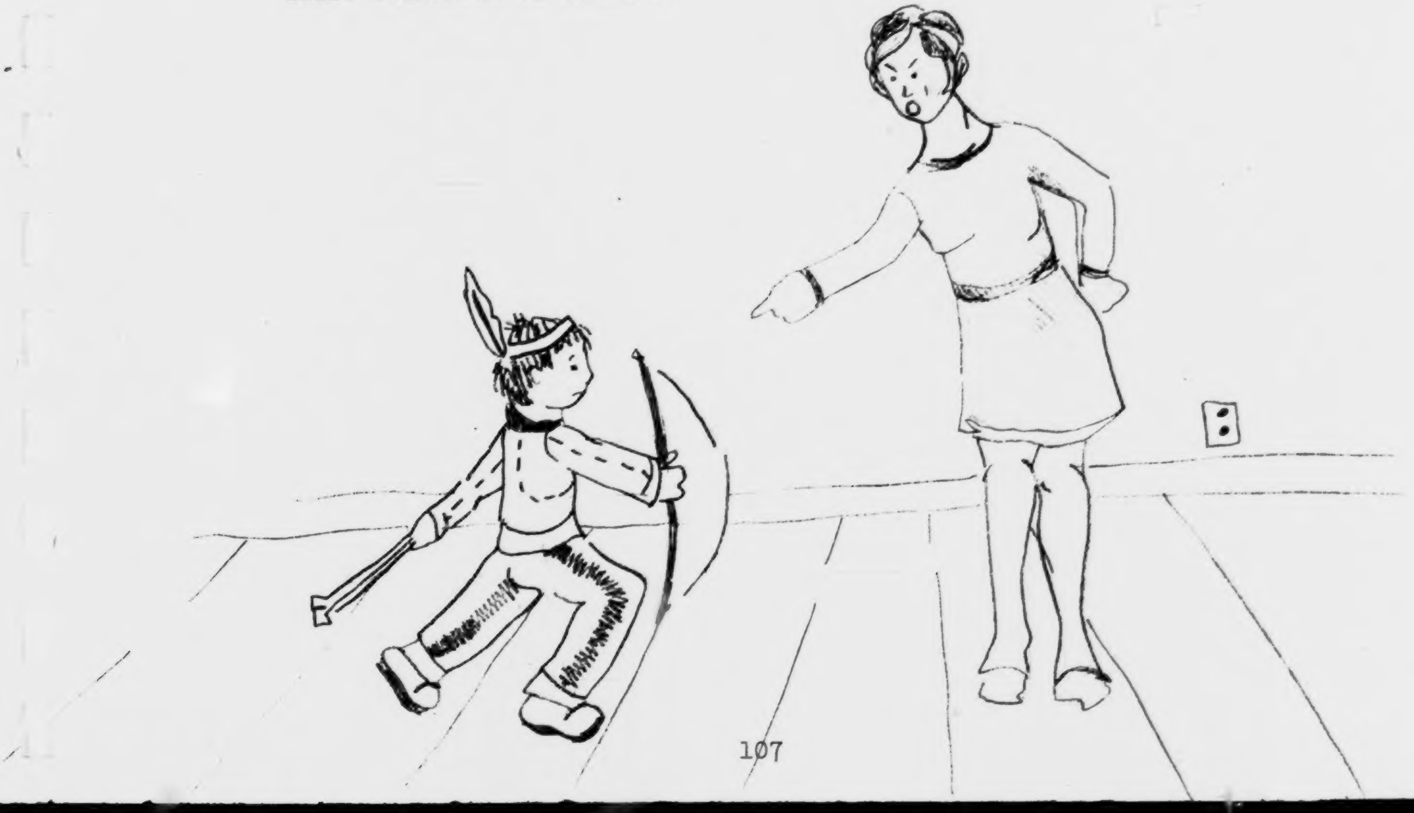
In the early years, a child's confidence in himself grows through his feelings of confidence in the support of others.



Awareness of the child's point of view - of what is a problem to him, of his readiness for a particular task, of his fears and his feelings - can help him acquire true assurance in his own powers.

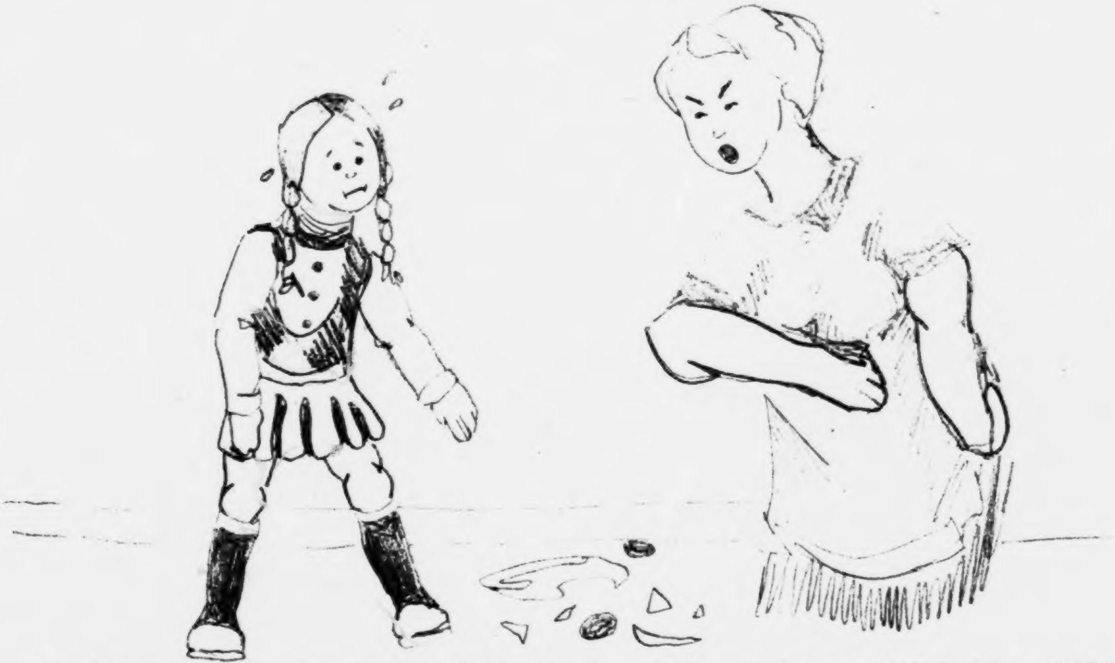


The child only gradually becomes capable of understanding and accepting adult standards of conduct.

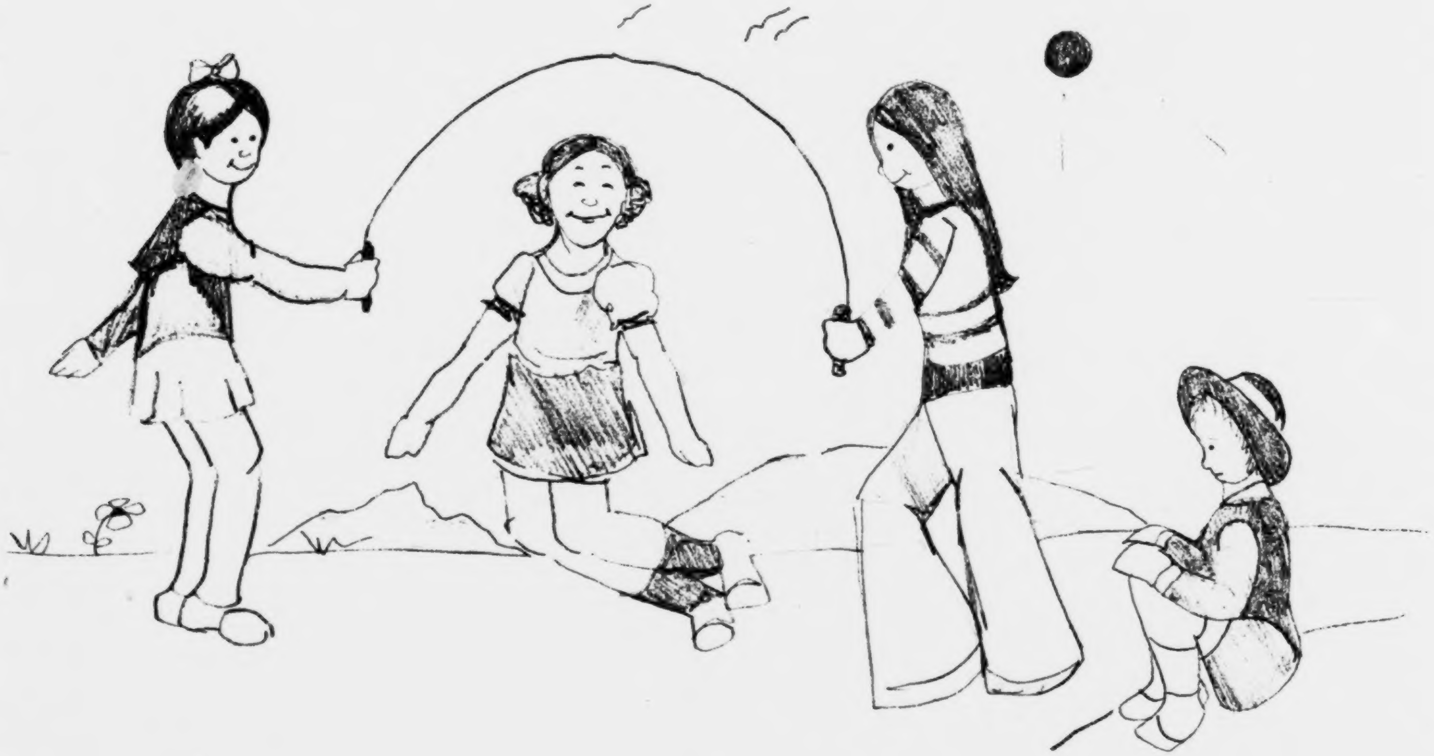


Standards of conduct should be clear and reasonably consistent.

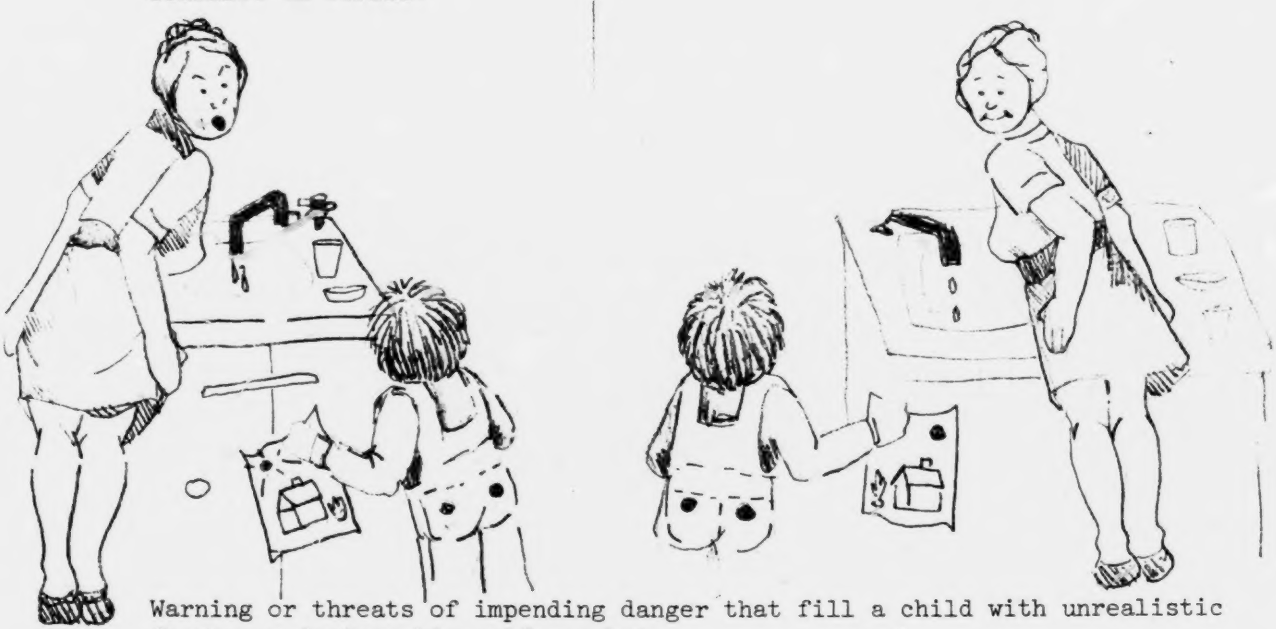
When correction is necessary, it should be clear to the child that his behavior, and not he himself, is the object of disapproval.



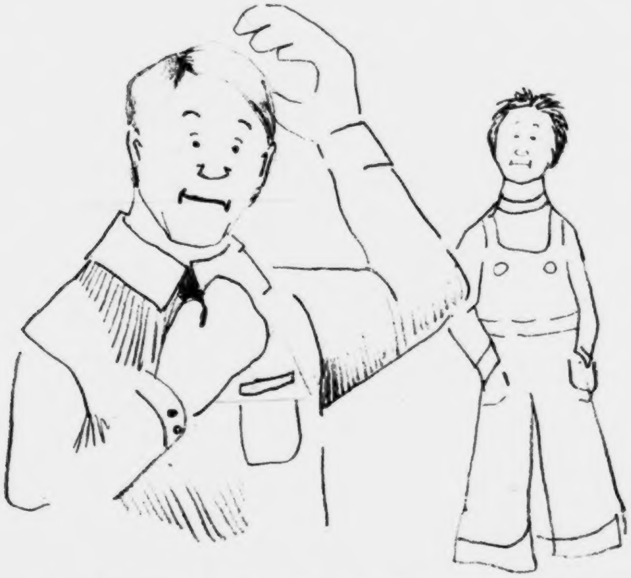
A wide range of experiences is part of growth and is essential if a child is to develop a feeling of self-confidence. Even a small child needs varied opportunities for achievement.



If the child's experiences, by and large, are of the sort that encourage him to explore and grow, he can take some pain, some confusion and some conflict in stride.



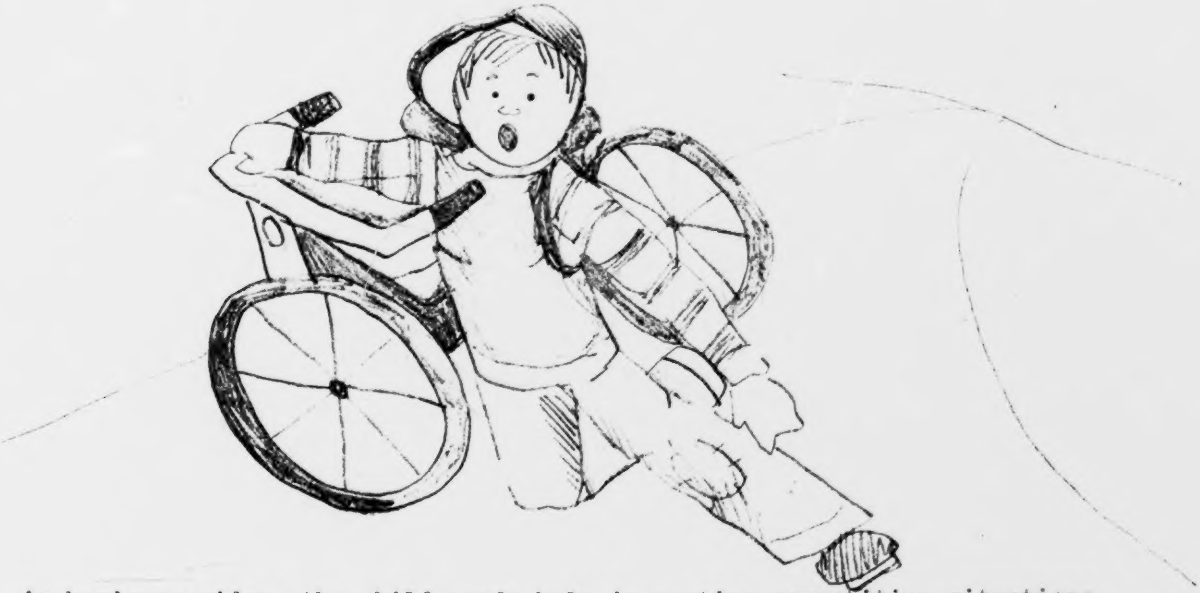
Warning or threats of impending danger that fill a child with unrealistic fears can destroy his self-concept.



Experiences that arouse a child's anxieties, such as being frightened or teased, can weaken his belief in himself.

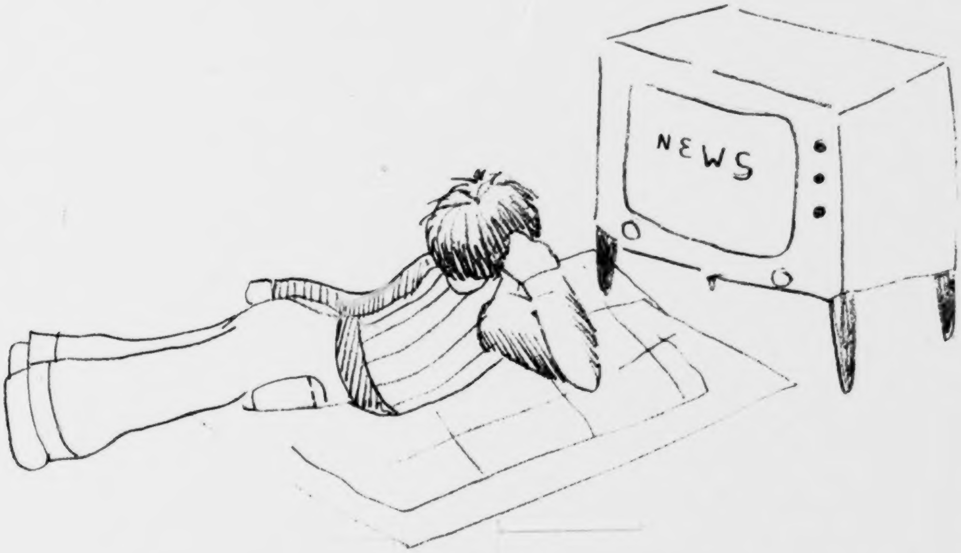
New experiences often determine deep and lasting attitudes.

When failure does occur, it can help the child to see those areas where he can be independent and those where he must rely on the help of others.



As horizons widen, the child needs help in meeting competitive situations and accepting individual differences.

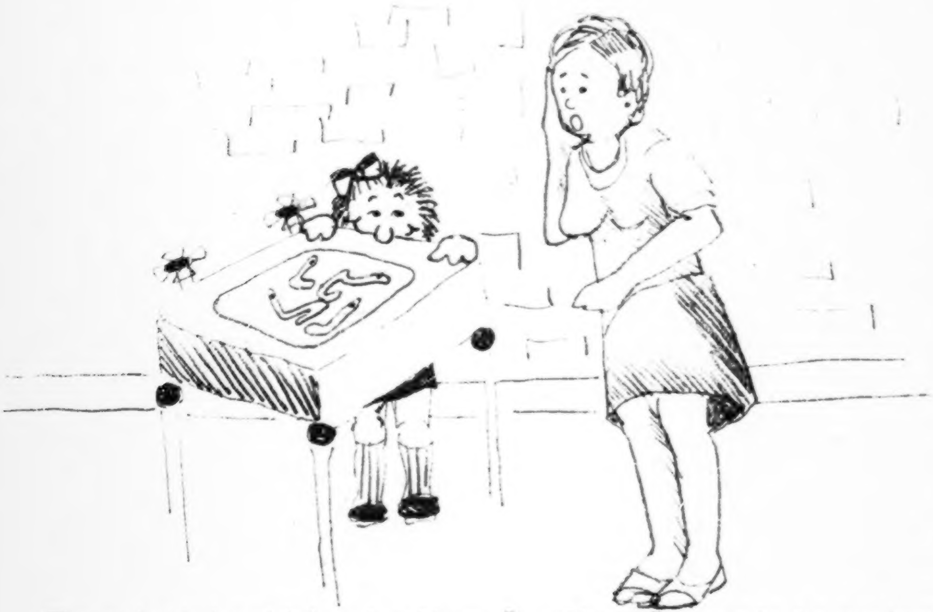
Imitating adult behavior and adapting the "symbols" of growing-up makes the child feel more independent and therefore more self-confident.



Seeing the world as it really is provides the child with more positive views of his own qualities.

The general principles for dealing with parental inability to feel love, with family troubles and problems, and with individual handicaps are all the same.

Accept the facts.
Try to change undesirable feelings or attitudes.
Find ways to make up to the child for deficiencies in the situation.



The extent to which a handicap "handicaps" depends to an important degree on the way the child and his family feel about it.

As we have implied, the self-concept is not a static thing somewhere inside the body. Youngsters' ideas of themselves are in a constant state of evolution, with new ideas taking the place of old, as new experiences take place and as the body itself grows and matures.

Any single specific concept is not formed by a single event, it is the result of the mixing of all the forces: physical, environmental, and psychological. Generally, there is a degree of agreement among an individual's notions and his behavior is in keeping with them.

Although there is a resistance to change of direction, changes in general ideas of comfort and ability are possible all during the growing years. The early years are of vital importance in setting the general direction.

School and peer experiences act to supplement the original concepts. Since these experiences offer a wide variety of new situations and values, they may serve to help children increase their estimates of their own worth.

Which way these forces will go, depends upon the individual child and the particular people with whom he comes in contact. The world of each child is, to some degree, unique. It needs to be approached in just that manner.

It would be foolish to suggest that there is any magic formula or simple panacea. Even such obvious words as "love" - "acceptance" - and "empathy" are really quite complex processes in which the parents' self-concept becomes inextricably interwoven into the relationship.

Instead of presenting commandments and injunctions, a list of "thou shalt's" and "thou shalt not's" - the attempt here was to approach the topic through operations and behaviors of parents and children.

SELF-CONCEPT

THE GROWING SELF

My happiness is me, not you.
Not only because you may be temporary,
But also, because you want me to be
what I am not.
I cannot be happy when I change
Merely to satisfy your selfishness.
Nor, can I feel content when you
criticize me for not thinking
your thoughts.
Or for seeing like you do.
You call me a rebel, and yet,
Each time I have rejected your beliefs,
You have rebelled against mine.
I do not try to mold your mind,
I know you are trying hard enough to be
just you.
And I cannot allow you to tell me what to do
For I am concentrating on being me.

Author Unknown

To the Parent.

Adults have needs, frustrations, hopes and aspirations, too. Adults have selves which they are enhancing and defending. Adult behavior reflects the self, too.

Teachers and parents often try to live by other people's concepts of what teachers and/or parents should do and how they should behave. This clash of concepts creates conflicts within that person. He is torn between doing what he perceives as "right" and what he believes, for teachers, the administration or community, expects of him.

The mother has feelings of what she should do, but she feels the weight of both the trained "experts" and the untrained, self-styled neighborhood "expert" peering over her shoulder. In both cases, the behavior of the adult may not reflect the true feeling of that person, but a facade, a mask that has been donned because of a perception that this is what I ought to be. The sweet, loving tone of voice may hide a real feeling of annoyance. A warm climate does not, however, mean a false climate. Parents need to be able to express how they feel, both positively and negatively, rather than a concept of what ought to be or what they ought to feel.

This is important for several reasons. First, if the parent feels displeased or unhappy with the child's behavior and communicates to him only with sweet, sticky false love, they are being emotionally dishonest. If the child's perceptions are not too distorted, he will recognize this and know that something is not right. He will not be able, however, to gain a realistic view of self in such such a situation. He doesn't learn to modify his behavior, although he may be puzzled and confused by the patently false response he is receiving. Second, the parent feels guilty, because somewhere within him he knows that this behavior does not reflect accurately his belief. He becomes even more on edge. This can lead to more tension, so that the whole class, orhome, begins to sense the brittleness and rigidity of atmosphere.

The child, in turn, cannot be himself, resulting in a marionette-classroom. Third, the parent who does let the child know his honest views should not feel guilty about this. He should not feel that he is a "bad person" because he just had to stop him from monopolizing the group, tell Amy that she is late for supper, or to stop more serious misbehavior. He needs to feel that limits are a part of loving and that children are more comfortable in a setting which they recognize is REAL. Fourth, behaving in keeping with one's feelings is an indication of health, according to some of the latest research. Children develop concepts of inadequacy and distorted perceptions of self and world when their behavior and feelings have become isolated from each other. When Tim feels angry and we tell him he shouldn't, we are teaching him to be unhealthy. He needs to learn that both love and anger are natural but there are appropriate ways in which to express these.

If all parents' feelings fall into a negative frame, then being himself can be harmful. The solution does not lie in his attempts to cover-up his feelings, but in his efforts to understand his own needs to see life in such angry and frustrating terms. The adult must begin by understanding himself as much as he can. The parents need to look back at their own values, their own hopes for the child. He needs to recognize that just as he prizes his individuality and seeks for understanding, so does the child. He has to clarify for himself where he ends and his child begins, the same way in which the child in infancy had to discover his body limits.

In effect, the adult must differentiate himself from the child and then perceive himself realistically as an essential phase of aiding the child.

To sum up! Self-concept is composed of many intertwining feelings about one's self, about life and about other people. Because so many of these feelings are so closely related to each other, it is rather difficult to sort them.

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SELF-CONCEPT

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SHAPE - 0

The shapes are numbered. The names of the shapes are:

1. Circle
2. Quarter Circle
3. Triangle
4. Square
5. Pentagon
6. Hexagon
7. Trapezoid
8. Cross
9. Oval
10. Star

SHAPE - 0
GAME I

EQUIPMENT: Ball and 10 shapes.

PURPOSE: To help the child develop visual-motor perception and performance.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Remove the shapes from the ball and put them next to you. Give the child the ball.

Q: 2. Pick out the circle and say, "Find the hole in the ball that is the same shape as this circle that I am holding."

C: If he chooses the circle, say, "Yes, that is a circle. You may put the circle (holding the yellow shape) into the ball."

I: If he chooses a different hole, put the yellow circle by the shape he picked and say, "These shapes are not the same. Try again."

If, after two tries, your child cannot find the circle on the ball, hand him your shape and have him try to put it into the ball. If he seems discouraged by this, point to the circle, and say, "This is a circle. The yellow circle can go in here."

2. Repeat with other shapes. Suggested order: a) circle, #1; b) triangle, #3; c) square, #4; d) oval, #9; e) star, #10; f) cross, #8; g) quarter circle #2. If your child wants to have the shapes, you take the ball. The same game may still be played. Instead of holding up a yellow shape, turn the ball so that the child can only see one shape. If necessary, cover part of the ball with your hands and say,

Q: "Find a yellow shape that is the same as the circle I am pointing to."

ASSIGNMENT SHEET

DISCIPLINE

1. In your own words write in the space below what you consider to be a definition of discipline:

2. Write an example of what you consider to be a discipline problem in the home (this will be used in a later evaluation exercise):

SESSION VI

DISCIPLINE

The following considerations will be explored in this session: historical evaluation and current trends; the important relationships between discipline and self-control; the effect of family interactions, security and independence; consistent application; rules-limits; cause-effect experiences; and positive reinforcement.

Various involvement exercises designed to aid in our search will be large and small discussion groups; role-playing; case and personal histories; open forum evaluations; handouts; and home assignments.

SESSION VI - DISCIPLINE

TOPIC OUTLINE

I. Evaluation previous toy.

II. Demonstration of Learning Episode.

- A. Toy.
- B. Role playing.

III. Preview behavior modification.

- A. Discussion Leader ______________________________
- B. Objectives.
- C. Assignment.

IV. Topic: Discipline

- A. Discussion Leader ______________________________
- B. Handouts:
  - 1. Thoughts on evaluation of discipline.
  - 2. Definitions of discipline.
  - 3 . Small group definition (discipline).
    Group consensus (discipline).
  - 4. Discipline means to teach.
  - 5. Discipline and self-control.
  - 6. Supportive reasons for self-discipline.
  - 7. The Responsive Disciplinarian ( ).
  - 8-9. Discussion questions.
  - 10. Evaluation form.
  - 11-12. Inference problems.
  - 13-17. Case histories.
  - 18-24. Playettes.
  - 25-26. Personal case history.
  - 27. Bibliography.

V. Open discussion.

OBJECTIVES

DISCIPLINE

During the session following self-image (discipline) each class member will present a problem concerning discipline in the home. Each member will then supervise the analysis of another person's "problem" by filling out the case evaluation form. The discussion leader will initial and record completed projects.

THOUGHTS ON EVALUATION OF DISCIPLINE.

Discipline has suited many philosophic purposes throughout history. Transgressions against church and state have (and in some cases still are) been met with imposed retribution. This has often taken the form of incarceration and, more often than we care to speculate, corporal punishment. This is vengeance. An eye for an eye and a tooth for a tooth.

Somewhere along the line came the idea of meting out punishment commensurate with the "crime." Arbitrary degrees of severity were applied to a spectrum of offenses.

Of course, isolation has long been popular. It is sometimes confusing as to who is being protected, though, by this means - the restricted individual or society.

Rehabilitation has, relatively recently, received emphasis. Generally speaking, this is an attempt to re-structure attitudes and coping, or acceptable conformance, behaviors after an individual has erred.

Finally, the concept of early prevention has emerged. Positive reinforcement converging on the goal of self-control is a major phase of the modern concept of discipline.

DEFINITIONS OF DISCIPLINE

Webster's New Collegiate Dictionary defines discipline in the following ways:

1. Instruction.
2. Training which corrects, models, strengthens, or perfects.
3. Punishment; chastisement.
4. Control gained by enforcing obedience or order, as in a school or army; hence, orderly conduct; as, troops noted for their discipline.
5. Rule or system of rules affecting conduct or action.
6. To develop by instruction and exercise; to train in self-control or obedience to given standards.

* NOTE: Synonyms offered for discipline are: Teach

Punish

SMALL GROUP DEFINITION OF DISCIPLINE

Team A.

Team B.

Group consensus of discipline.

*NOTE: We will attempt to apply this definition in the evaluation of all following "disciplinary problems."

DISCIPLINE MEANS
TO TEACH

"Do you ever punish a child?" Of course. Since most parents are more or less human, they punish their child to appease their anger when he embarrasses them. Neighbors punish your child when he destroys their property. They are not interested in improving the child. One punishes for one's own sake, not the sake of the victim.

Not so with "discipline." You discipline with the intention of helping the recipient to improve himself, to learn a lesson that will make him a better person.

I suggest that the word "discipline" as used here, and as it pertains to the parent-child relationship, is an exact synonym for the word "teach."

William E. Homan

DISCIPLINE AND SELF-CONTROL (SELF-DISCIPLINE)

How does self-discipline evolve? For the child, it is learned through observation and experience leading to the self-image that he is capable, and can manage his own behavior. The child usually LEARNS (the core concept of discipline) appropriate behaviors through identification and imitation of parental behavior.

His own responses are then reinforced or discouraged depending upon various needs of the parent at the time the behavior occurs. Perhaps, something has occurred which has put mother "up-tight." Chances are, then, an emotional aspect enters into the exchange. Has patience been exhausted? Has anger supplanted reason? Are the beans burning, and for now, there is no time? What does the child learn from fluctuating responses to his own behavior? Do arbitrary responses promote feelings of security and stability?

If rules are not well-defined, if consistency is not employed, if guidance to ensure success is not provided, then, the child cannot discover what his limits are, cannot begin to learn the extremely important relationship between cause and effect, and certainly has no steady model from which to imitate and grow, personally, toward the goal of self-control.

The heart of disciplining is your trying to live what you want to teach. Children tend to accept those values that they know their parents accept. They cannot be taught merely by your correcting their actions. Your child may have difficulty respecting rules if he knows you ignore traffic regulations, do his homework for him, disregard litter cautions, and in general, do things within the environment, or societal framework, which may infringe upon the rights of others.

The above comments, for the most part, provide structure, directed specifically toward the child, for transitional learning phases resulting in self-discipline. The first phase is self-confidence. When the child knows the rules and limits, learns to live within this framework and is praised for so doing, he begins to feel confident in his own prowess.

Success leads to success, but inversely, all that people learn from failure, is how to fail. Now, I ask you, how much self-confidence can be generated by someone who has learned he is a failure?

A child who learns he can succeed begins not only to have confidence in himself, but, to respect his own ability. As he gains in self-respect - a gradual experience geared to his age and level of maturity - he learns to control immediate desires to gain the rewards of longer term satisfaction and achievements. Satisfaction resulting from successful achievement creates a desire to seek out other similar successes and self-reliance emerges.

Eventually, striving for achievement becomes a habit and control (self-discipline) becomes the most efficient way of ensuring such a goal.

SUPPORTIVE REASONS FOR SELF-DISCIPLINE

SAFETY: One of the few cases where time is of the essence and consequences, in the form of spanking, may be applied. If a child runs into the street, it is doubtful whether a lengthy discourse will be efficient. This is one case where it is very important a rule be established, and effect tied to cause, quickly, and hopefully, objectively (non-emotionally). It is ironic that often, in a case like this, the parent is so relieved, that the child is hugged and kissed, but in many lesser offenses he is "whaled."

What has he learned? Certainly, behavioral priorities have not been established in order of importance.

SELF-CONCEPT: Where, but from learning a rule or limits and experiencing success in doing, can a child arrive at a more honest appraisal of himself. Look, ma, I can do it myself - followed with praise, MUST be good feeling. Can you remember this feeling? Self-concept, at any age, is related closely to self-discipline or control.

MENTAL HEALTH: Hospitals and clinics are full of adults who have great difficulty disciplining themselves. Glasser, in his "Reality Therapy" stresses responsibility, or even accept such a challenge if they have never learned to discipline, control, or manage themselves.

HARMONY: Notwithstanding the fact that self-discipline evolves from discipline, discipline in the home is important from the standpoint of promoting harmony and accord. The learning of, and living with, rules ensures that everyone can live together with a minimum of stress and anxiety.

MATURITY INDICATOR: Most children find it very difficult to delay gratification. As self-discipline emerges, the immediacy of self-satisfaction diminishes, permitting the individual to plan ahead for more realistic, beneficial goals.

GOAL-ORIENTED: Only with self-discipline can an individual plan ahead, intelligently, for such important life milestones as education, marriage, estate building, and retirement.

List some additional reasons why self-discipline is a desirable goal for both parent and child:

1. ____

2. ____

3. ____

4. ____

5. ____

THE RESPONSIVE DISCIPLINARIAN (______________): Discipline and control is a direction of behavior, through daily living, with igs goal being self-control. This is the opposite of slavish control where a child will behave only as long as a strict disciplinarian is standing over him.

THE EFFECTIVE PARENT (__________):
The effective parent is firm, without being harsh, and gentle without being weak.
He is friendly, but clearly in charge.
He finds children interesting to talk with and to listen to.
He trusts children; he uses their suggestions when possible; he understands that they are immature and will need time to practice and learn acceptable behavior.
He lets a child help him.
He sets a good example for the child when handling materials, when dealing with people, and when working with other children.
He provides materials and activities to keep a child occupied so that the child does not become easily bored.
He has a relationship of mutual trust and respect with his child.
He has a set of rules which can be easily obeyed by the child, and enforced by himself.
When a rule is established, he does not give the child a chance to act upon it. (the child cannot decide whether he will or will not follow the rule.)
The parent follows the rules with consistency so that his child will have order and direction in his world.
He stops forbidden action - but does not disgrace or punish the child in front of others.
He reasons with the child about his behavior.

He avoids spanking, hitting, shaming, and scolding because these punishments tend to teach the child these same kinds of behavior.

He provides alternative activities after preventing the child from misbehaving.

He demonstrates confidence in his decisions.

He structures time for the child to have his undivided attention.

DISCUSSION QUESTIONS

1. It has been said that Grandpa made his decisions, right or wrong with confidence. Todays parents, when making a decision affecting their children, even when right, do so apologetically. Comment.

2. Can there be too many rules for a child to follow?

3. Does NO always mean no? Do good parents ever change their minds? Is it necessary, then, to explain or apologize to the child?

4. Should a person speak quietly, and with conviction, or is it necessary sometimes to use a wider voice range and varying degrees of volume?

5. Should promises be kept? Should they be made?

6. Should rules be clearly understood by the child or is it important he merely conform?

7. Should you talk to another adult about a child in his presence?

8. Would you consider a child generally thought of as "a little angel"; one who anticipates adult whims and is at all times "obedient", to be secure and, at the same time, independent?

9. Should a child be allowed to negotiate or debate family rules?

10. What do you feel about the adage "don't do what I do kid, do what I say?"

11. Is it important that parents practice what they preach?

12. Is it important that a child have order and direction in his world? Why?

13. Do you lose a child's affection and love by saying NO to him" If he responds by saying "I hate you" - how literally should you take this?

14. Do you feel children who are counted on to obey are uncreative and unspontaneous?

15. Should a child have many "success" experiences prior to school? Why?

16. Why is self-esteem so important? Or is it?

17. Can parents help a child achieve high self-esteem? How?

18. Should a child be isolated from yourself and others, when he misbehaves? What does this accomplish?

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ______________________________

____

B. ______________________________

____

MATCHING

NATIONALITY	TRAITS
Italian	Hot-tempered
Negro	Stubborn
German	Passive
English	Sly
Chinese	Musical
Jewish	Lazy
Irish	Reserved
Swedish	Aggressive
Polish	Shrewd

Match traits to Nationalities. If you feel there may be some more appropriate traits - substitute your own.

COMMENTS:

OBSERVATION

A business man had just turned off the lights in the store, when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away.

A member of the police force was notified promptly.

Are these statements true, false or ?

T F ? 1. A man appeared after the owner had turned off the store lights.

T F ? 2. The robber was a man.

T F ? 3. The man did not demand money.

T F ? 4. The man who opened the cash register was the owner.

T F ? 5. The store-owner scooped up the contents of the cash register and ran away.

T F ? 6. Someone opened a cash register.

T F ? 7. After the man who demended the money scooped up the contents of the cash register, he ran away.

T F ? 8. While the cash register contained money, the story does not state how much.

T F ? 9. The robber demanded money of the owner.

T F ? 10. The story concerns a series of events in which only three persons are referred to:

the owner of the store,
a man who demanded money,
a member of the police force.

PERSONAL EVALUATION

CASE HISTORY # 1

SIBLING RIVALRY:

Michael, an eight-year-old boy, had a bad habit of pushing, teasing, and hitting his little sister, Agatha, frequently - whenever they were playing together.

Michael's parents tried a variety of unsuccessful techniques in an effort to make Michael cease his annoying behavior.

He was sent to his room, threatened with spanking, occasionally spanked, all to no avail.

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ______________________________

____

B. ______________________________

____

PERSONAL EVALUATION

CASE HISTORY # 2

TANTRUMS:

Milford, a six-year-old boy, had learned, with unerring accuracy, how to get his own way. Usually, at home, it became a contest of WILL between Milford and his parents - without anyone really knowing who won or lost; however, at the super-market, his behavior was very efficient.

If he did not get whatever caught his fancy, all Hell broke loose. Milford would scream, stomp his feet, cry and occasionally gag until he became nauseated. His mother, in frustration, and great embarrassment, almost always gave in to his demands.

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ______________________________

B. ______________________________

PERSONAL EVALUATION

CASE HISTORY # 3

BED-TIME:

As bedtime approached, Glendie, a six-year-old boy, always becomes very busy. He employed more side-tracking techniques than a star half-back in broken field running.

DELAY was the name of the game.

When all else failed, he would cry and make statements like "everyone else gets to stay up later than I do." "I never get to do anything I want" and "you don't love me."

Mom usually said something like "well, I guess you can watch TV a little while longer if you promise to go to bed like a good boy."

If dad commented at all, it was usually "I don't care - but maybe you had better ask your mom."

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ______________________________

____

B. ______________________________

____

PERSONAL EVALUATION

CASE HISTORY # 4

DEPENDENCY:

Pamela, age six, was very demanding. It seemed, to her mother, that she was constantly asking for help. "Find my crayons; tie my shoe, button my blouse, where's my socks; what shall I wear? ... etc"

When dad came home at night, he was usually tired and just didn't feel like responding to her many requests. His stock answer was "you're a big girl - do it yourself."

It made mother nervous hearing Pamela say "I can't and after several entraties "please try, dear" - would end up helping her.

Occasionally, mother and father would argue about this problem in front of Pamela. "Dependent" yelled father ... "not ready" screamed mother.

These arguments generally followed with mother saying "well you don't have time for her, and she needs attention from at least one of us. I help her to show I care."

Dad would usually wind it up with "well, I guess it's not really important..."

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ____

____

B. ____

____

PERSONAL EVALUATION

CASE HISTORY # 5

MEALTIME:

"Clean up your plate." - "Think of all the starving people in China" - "I don't care whether you like it or not ... it's good for you" Now come on sweetie, just one more bite ... eat it like a birdie."

Gary a seven-year-old boy, had, at various times, heard all these comments and more.

Lately, his stomach had been hurting a lot. Mealtime was no fun. It was just a big hassle. Sometimes it helped when he muttered "damn" under his breath - or when he slipped some of that "cruddy liver" to the cat.

Once in a while, when Mom wasn't looking, he put spinach in his handkerchief and slipped it into his pocket to be thrown away outside the house.

But ... nothing seemed to help his stomach feel better.

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ____

____

B. ____

____

CAROL HAS NOT LEARNED TO SHARE -- WHY?

DIALOGUE: SHARING: CAST:

2 - Act Playette

REAL LIFE SCHOOL EXPERIENCE

Teacher
Mother
Tommy
Carol
Narrator

Teacher: Your picture looks so nice, Tommy, why didn't you color the tree green?

Tommy: No green color - green's gone.

Teacher: Why don't you ask Carol if she will share her green color with you? I remember that you shared your colors with Carol before she got new ones.

It's nice to share things with each other.

Tommy: (to Carol) May I use your green color, Carol?

Carol: NO - nobody can't use my colors.

Tommy: (rejected) Why? I won't break your old color.

Carol: You didn't say please.

Tommy: All right, "please, can I use your green color, Carol?"

Carol: NO - my mamma says "nobody can't use my colors."

Tommy: (Angrily) Gimme the green color (grabs it).

Narrator: Runs immediately from seat - tries to regain color - it it broken, Carol hits Tommy - bursts into tears - Tommy does not hit back, but teacher intervenes (gets tape to repair color, supplies extra color sets and calms Tommy. Gets green color from personal supply to aid Carol).

4:00 p.m. - at home (Carol distorts truth)

Carol: Mother, Tommy was so mean today in school. He broke my green color. I hate Tommy Hammel! I'm not ever going to be his friend, no more. Tommy doesn't like me.

Mother: How did Tommy happen to break your color? I thought I told you, no kids could use your colors - that's the LAST BOX of colors you'll get this year. Why don't you mind what I tell you? Get on with your work now! If any more colors get broken, you will get a good whipping from me!

That's just what you'll get, letting somebody else use your things. They just don't care about nuthin. That's the trouble with parents nowadays, they don't beat their kids enough to make them mind!

DISCUSSION:

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ____________________

____

B. ____________________

____

ONE OF THESE DAYS .....

Subtitle: Discipline, Discipline, Who's got the Discipline?

4 - Act Playette

CAST:
Angina Crookshank ------------------ Mother
Buxbaum Crookshank ----------------- Father
Pristine Crookshank ---------------- Teen-age sister
Aldous Crookshank ------------------ 6 year old (hero?)
Hepsi Skylark --------------------- Grandmother
Juggernaut Skylark ---------------- Grandfather
Ellie May Berkybile --------------- Babysitter
Narrator -------------------------- Narrator

Scene I (Home)

Narrator: Door slams. Aldous has just come home from kindergarten. Mother is busy folding clothes.

Aldous: "Hey mom I'm home. Can I have a popsicle?"

Mother: "No! Not now ... you've been eating too many popsicles lately. It seems that's all I ever buy anymore when I go after groceries. What did you do in school today? Did you have fun and learn a lot?"

Aldous: "MMM I dunno - I guess so. Can I have a coke?"

Mother: "Not now honey ... later. Maybe you can have one at supper. Here - take these clothes to your room and put them away."

Aldous: "OK, MMM Can I have some candy ... just two pieces?"

Mother: "Well ... just two pieces ... take your clothes with you now."

Narrator: "Aldous picks up small armload of clothes, wanders into living room and leaves them on the divan. He then turns on the TV set and plops down on the floor directly in front of it. Mother gets ready to take other clothes upstairs. She sees Aldous and clothes on divan."

Mother: "Aldous I thought I told you to take your clothes to your room. Next time you ask me for candy, you can't have any."

Aldous: "OK, I will."

Narrator: "Aldous doesn't budge."

Mother: "I told you to take your clothes to your room. When I tell you something I mean it. I don't mean later, I mean now. Do you hear me?"

Narrator: "Aldous remains immobile. Mother walks over and very exasperatedly picks up clothes and takes them to his room.

Mother: (Muttering to herself) "I don't know what's wrong with that kid ... he just doesn't want to do a thing."

Scene II

Narrator: "Dad has come home. He is sitting in his easy chair reading the paper. Pristine is talking to a girlfriend on the phone and Aldous is still watching TV. Mother has the table set and is trying to get everyone to the table at once."

Mother: "Buxbaum, supper's ready."

Narrator: "The old man grunts and turns to the sports section of the paper."

Mother: "Pristine, suppers on the table. You can talk to Leticia later."

Narrator: "Pristine half turns in chair, absentmindedly begins brushing her hair, and begins a new topic."

Mother: "Aldous - if you don't get out here this minute you won't ever get any more candy."

Aldous: "OK I will."

Narrator: "Aldous glances at his father, is reassured the critical point has not yet been reached and re-directs his attention to the boob tube."

Mother: (voice level up about 20 decibles) "Everybody - suppers on the table and its getting cold. Come and get it or I'll clear the table (mutters to hereself) damn!"

Narrator: "Mother sits at table and begins eating by herself. Makes considerable noise serving. Ten minutes later dad finishes the paper."

Father: "When's supper going to be ready? I'm starved."

Narrator: "Dad, getting no response, investigates the silence. Lengthy silences from Mrs. Crookshank signal varying degrees of criticality along an explosive continuum."

Father: "Angina ... you need to be firmer with these kids . Pristine get off that phone. Aldous shut off the TV. Why don't you kids ever come to supper on time?"

Scene III (Grandparents house)

Narrator: "Aldous is visiting his grandparent Skylarks who live several blocks away. He is out in the backyard playing with a neighbor boy, Sebastian. Grandfather Skylark is in the backyard, also, puttering in the garden. The boys get into an argument about who can play first with a tire swing. They begin wrestling and both end up crying."

Grandpa Skylark: "Sebastian you'll have to go home now. You always seem to start trouble when you play with Aldous."

Narrator: "Grandma Skylark, always sensitive to Aldous' every need, has been observing the scene from the kitchen window."

Grandma Skylark: "Aldous why don't you come in the house with grandma - I have a surprise for you?"

Narrator: "Aldous slowly moves into the house - still sniffling."

Grandma Skylark: "Here honey, let me help you blow your nose. I have some cookies and milk for you. There's also some candy for later."

Narrator: "Grandpa comes in the house. They all sit down and have cookies and milk. Both Grandpa and Grandma commiserate with Aldous about his recent traumatic experience. Aldous' tears dry. Grandma Skylark tells him he was supposed to be home an hour earlier. She sends him home with a bag of candy."

Scene IV (Home)

Narrator: "Mr. & Mrs. Crookshank are going out for the evening. Pristine has a date. The babysitter (Ellie May) is given last minute instructions."

Mother: "Ellie May - you can read some stories to Aldous and maybe play some games with him. I want him to have a bath and be in bed, though, by eight o'clock. He has school tomorrow."

Narrator: "The parents leave and Ellie May turns on the TV. She gets involved in a program. Aldous has brought out a pile of books, scissors, crayons and a coloring book."

Aldous: "Ellie May - will you color with me?"

Ellie May: "Not now Aldous. A little later. Wait till this program is over."

Narrator: "Aldous puts some chairs together and places a blanket over the top. He moves some toys into his "house" and busies himself by building an airplane with his erector set. Sometime later he asks Ellie May to play with him again. She is already engrossed in another program."

Ellie May: "Not now Aldous ... later."

Narrator: "Ellie May becomes aware of the time. It is 9:30. She clutches and tells Aldous it's time for bed. He will have to skip his bath tonight."

Aldous: "But ... you said you were going to play with me ..."

Ellie May "I will next time Aldous. Your folks will be home soon and it's too late tonight."

Narrator: "One of these days ..."

PERSONAL CASE HISTORY # 1

Notes

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ____

____

B. ____

____

PERSONAL CASE HISTORY # 2

Notes

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems			

What is your reaction to the discipline in this case history?

A. ______________________________

____

B. ______________________________

____

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FLANNEL BOARD

GAME I

EQUIPMENT: Flannel board and flannel geometric shapes.

PURPOSE: To help the child utilize color discrimination to develop the similar-dissimilar concept.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Make a set with two small yellow squares and one small blue square.

Say to your child "These are squares." - Point to each, saying, "This is a square," etc.

Q: Say to your child, "Point to the square that is different from the other squares." If your child

C: points to the blue square, say, "Right, the blue square is different than the yellow squares. It is not the same color."

I: If the child points to a yellow square, say, "Yes, the yellow squares are the same. They are the same color. Now point to the square that is different than the yellow squares."

2. Make a set with two small red triangles and one small yellow triangle.

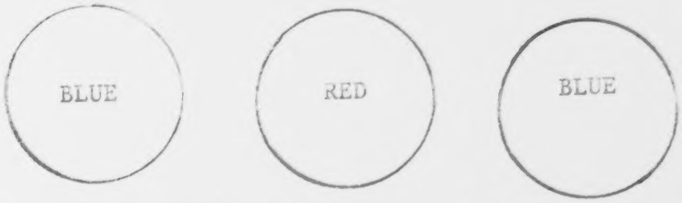
red
yellow
red

FLANNEL BOARD: GAME I (CONTINUED)

Say to your child, "These are triangles" - point to
each saying, "This is a triangle" - etc.. Say to your
Q: child, "Point to the triangle that is different than
the other triangles." If your child points to the
C: yellow triangle, say, "Right, the yellow triangle is
different than the red triangles. It is not the
same color."

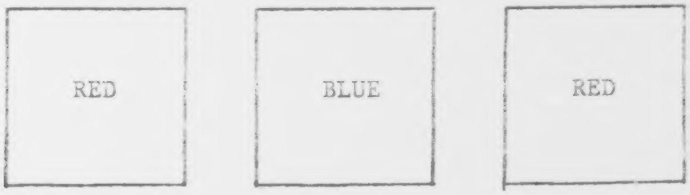
I: If the child points to a red triangle, say, "Yes, the
red triangles are the same. They are the same color.
Now point to the triangle that is different than the
red triangles."

3. Make this set with two large blue circles and one large red circle.



Say to your child, "These are circles", point to each
saying "This is a circle" - etc.. Say to your child,
Q: "Point to the circle that is different than the other
circles." If your child points to the red circle,
C: say, "Right, the red circle is different than the
blue circles. It is not the same color." If the
I: child points to a blue circle, say, "Yes, the blue
circles are the same. They are the same color. Now
point to the circle that is different than the blue
circles."

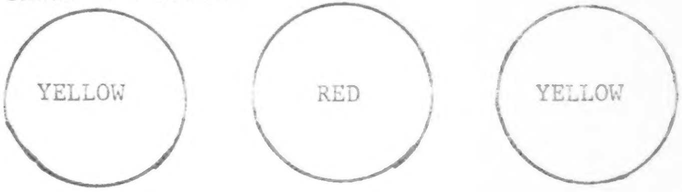
4. Make this set with two large red squares and one large blue square.



Q: Say to your child, "Point to the square that is
different than the other squares." If your child
C: points to the blue square, say, "Right, the blue
square is different than the red squares. It is
not the same color."

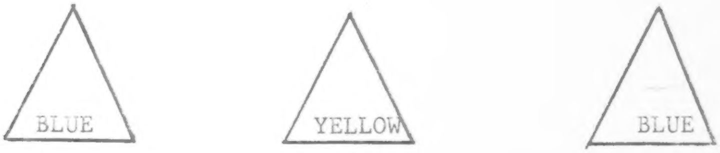
I: If the child points to a red square, say, "Yes, the
red squares are the same. They are the same color.
Now point to the square that is different than the
red squares."

5. Make this set with two small yellow circles and one small red circle.



Q: Say to your child, "Point to the circle that is different
than the other circles." If your child points to the
C: red circle, say, "Right, the red circle is different
than the yellow circles. It is not the same color."
I: If the child points to a yellow circle, say, "Yes,
the yellow circles are the same. They are the same
color. Now point to the circle that is different
than the yellow circles."

6. Make this set with two large blue triangles and one large yellow triangle.



Q: Say to your child, "Point to the triangle that is
different than the other triangles." If your child
C: points to the yellow triangle, say, "Right, the
yellow triangle is different than the blue triangles."

I: If the child points to a blue triangle, say, "Yes, the
blue triangles are the same. They are the same color.
Now point to the triangle that is different than the
blue triangles."

GO ON TO GAME II.

FLANNEL BOARD

GAME II

EQUIPMENT: Flannel board and flannel geometric shapes.

PURPOSE: To develop detail discrimination between similar and dissimilar geometric shapes.

GENERAL INSTRUCTIONS:

A. Ask your child only once, each day, if he wishes to play the game.

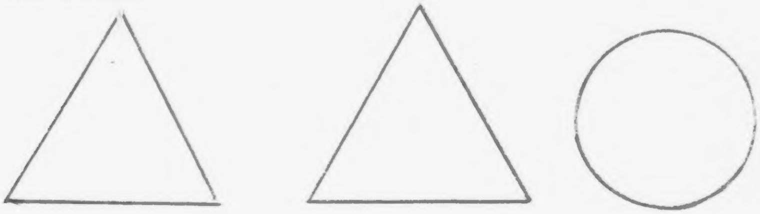
B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the flannel board and shapes on the floor.
2. Allow free play.
3. Remove all the shapes from the flannel board and put them next to you.

Place two large red triangles and one large circle on the board.



Q: Say to your child, "Find the shape that does not go with the other shapes." If your child points to the
C: circle, say "Right, the circle is not the same shape as the triangles."

If the child points to a triangle or doesn't answer at all, point to one of the triangles and say, "Point to a shape that is the same as this shape." If the child points to the other triangle, say,
I: "Yes, the triangles go together, they are the same shape. Now point to the shape that doesn't go
C: with the triangles." If he now points to the circle, say "Right, the circle does not go with the triangles, it is not the same shape."

FLANNEL BOARD

GAME III

EQUIPMENT: Flannel board and flannel geometric shapes.

PURPOSE: To help the child develop size-constancy discrimination.

GENERAL INSTRUCTIONS:

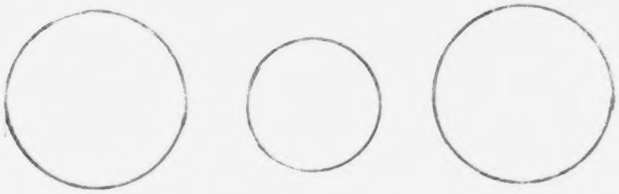
A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules, if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Make a set of blue circles like this:



Q: Say to your child, "Point to the circle that is different than the other circles." If he points to the smaller circle, say, "Right, the small circle is different than the large circles. It is not the same size."

I: If he points to the large circle, say, "Yes, the large circles go together, they are the same size. Now point to the circle that is different than the other circles."

If he points to the small circle, say, "Right, the small circle doesn't go with the large circles, it is not the same size. It is different."

ASSIGNMENT SHEET

BEHAVIOR MODIFICATION

1. The week prior (before) your first session on Behavior Modification follow the format outline for you on assignment #1, page ____.

2. The week prior to your second session on Behavior Modification circle the appropriate answers and fill in the blanks on "Take Home Exam", page ____.

3. The week prior to your second session on Behavior Modification follow the format outline for you on assignment #2, page ____.

SESSIONS VII AND VIII

BEHAVIOR MODIFICATION

Behavior management will be explored as a technique to aid parents in promoting the "responsive environment." Awareness of management principles permits disengagement from conflict situations, and provides impartial cause and effect experiences for the child. If these experiences are treated objectively and with appropriate reinforcement, the child will continue to mature optimally in such areas as independence, responsibility, self-control, and self satisfaction.

In essence, these will be problem-solving sessions broken down into three phases: 1) familiarization of terms 2) introduction of management principles, and 3) application.

SESSIONS VII AND VIII - BEHAVIOR MODIFICATION

TOPIC OUTLINE

I. Evaluation of previous toy

II. Demonstration of Learning Episode
  A. Toy
  B. Role playing

III. Preview Language
  A. Discussion leader ________________
  B. Objectives
  C. Assignments

IV. Topic
  A. Discussion Leader ________________
  B. Handouts
    1-2. Definition of Behavior Modification
    3-4. Do's and Don'ts of Behavior Modification
    5. Definition of Reinforcement
    6. Four Ways to Influence your Child's Behavior
    7. Suggested Reinforcers and Application
    8. I Told a Boy
    9. Assignment #1
    10. Graph Worksheet
    11. Behavior List #1
    12. Behavior List #2
    13. Case Evaluation Form
    14. Pinpointing Behavior
    15-18. Behavior
      a) Learned
      b) Maintained
      c) Eliminated
    19-23. Test #1
    24. Assignment #2
    25. Case Evaluation Form
    26-27. Contracting
      a) Contract questions
    28. Sample Contract
    29-30. Case Histories and Questions
    31-32. Case History (problem)
      a) worksheet
    33-37. Test #2
    38-40. Glossary
    41. Bibliography

V. Free Discussion

OBJECTIVES

BEHAVIOR MODIFICATION

During session VII (Behavior modification I) each class member will evaluate the information collected at home during the previous week and graph a behavioral baseline.

During Session VIII (Behavior modification II) each class member will participate in a review of "take home test" #1.

During Session VIII (Behavior modification II) each class member will evaluate the information collected at home during the previous week and graph a behavioral treatment line.

DEFINITION OF BEHAVIOR MODIFICATION

Behavior Modification is a method of teaching behaviors to a person through reinforcement or reward. It is a very deliberate and systematic method for selecting out a specific behavior which you want to influence or modify, and then developing a plan of reinforcement for doing it. You don't try to change the person. Rather you change some of his BEHAVIORS in a positive direction. The goal is a child who can eventually reinforce HIMSELF for his behaviors through his own inner controls. The goal is a child who is self-directed, and who can learn FOR himself.

Behavior Modification, as a method, is used by many different people in many different settings. It is not something brand new and mysterious. Only the label is new, and only the efforts to use this method systematically in many situations where it was never used before is new. Here are some examples of where behavior modification is used.

1. It is used in business and industry where workers are reinforced or rewarded for their efforts by increased salaries, promotions, incentives. These are the rewards that increase the worker's efforts to be more and more productive.
2. It is used in school where pupils are rewarded for their efforts by stars, grades, promotions, and their efforts are thereby reinforced.
3. It is used in super-market stores where buyers are reinforced for buying there with trading stamps.

Can you think of some other situations or settings in which YOU have been reinforced for your behavior?

This course represents an attempt to teach parents how to planfully use behavior modification in training their children. If Behavior Modification is successful elsewhere, why not in the home, too? Indeed, the home is one of the best possible settings for the use of these methods. Young children spend most of their time there and are influenced more by their families and the environment of their homes than by anybody else. Parents can arrange the environment or atmosphere of their homes, and adjust their child-rearing practices so that their children can learn the desirable behaviors that will help them to succeed in life.

Parents ARE NOT responsible for everything their child does. However, parents ARE responsible for creating an environment in which their child can grow and learn and feel free to discover, for himself, the consequences of his behaviors. In this way, a child learns to take responsibility for his own behavior which is essential if he is going to grow into a responsible adult who can control his own life intelligently.

It is the child, not the parents, who must take responsibility for his actions, but it is the parents who must help him to learn how to accept this responsibility by careful and knowledgeable training using Behavior Modification principles.

The Reinforcement Approach (1969)
Dimensions Publishing Company
San Raphael, California

Comments:

SOME DO'S AND DON'TS OF BEHAVIOR MODIFICATION

DO: Approach behavior management with an open mind. The system is making the job easier for many people....why not for you?

DON'T: Think of behavior management as a replacement for a teaching method. Behavior management is an aid, not a substitute. It is compatible to any good method of teaching.

DO: Become thoroughly familiar with the terminology.

DON'T: Start until you've thought about what you want to accomplish in specific terms.

DO: Pinpoint. Be specific about the behavior you want to modify. Break it down to its smallest possible unit. (Not "disturbing class" - but, "talking out" or "out of seat." Not "getting work done" - but, "words read" or "problems worked.")

DON'T: Try to decelerate more than one behavior in a child at one time.

DO: Count the behavior long enough to establish a base line before you introduce your arrangement.

Sometimes counting alone will extinguish an undesirable behavior or accelerate a desirable one.

DON'T: Try to count a behavior all day.

It is easier to be consistent with a time sample. (How many times does the behavior occur in a 30-minute period each day?)

DO: Study the child before deciding on a stimulus or a consequence. What "turns him on?" What does he do when he is free to choose? One child's reward may be another child's punishment.

DON'T: Give up if the first thing you try doesn't work. You may need to increase the frequency or amount of the consequence, or substitute another.

DO: Make only one change in the arrangement at a time. Otherwise, you will never know what worked.

DO: Respond to your graph. Young children, especially, may need frequent changes. Be ready to substitute if one consequence stops working or the effect levels-off.

DON'T: Get "crutched - trapped." You don't have to go on giving a child candy, or gum....forever.

DO'S AND DON'TS CONTINUED:

DO: Use natural consequences whenever possible. Candy, gum, and money are fine if you need them, but five minutes playtime or the chance to work on a favorite project may be better.

DO: Let the child take over the recording of his own behavior if possible. Present his own consequences.

DON'T: Let the mechanics of the program get you down. Once you fully understand the system, you will find ways to simplify procedures to fit your needs.

DO: Maintain an air of detachment. If you over-react with praise or disappointment, how will you know whether the child is responding to the consequence or to your behavior?

If you want to use praise or disapproval as a consequence, it must be consistent and must be recorded as part of the arrangement.

DON'T: Blame the child if you are NOT getting results. Figure out what you are doing wrong and change it. You can succeed!

DO: Remove the consequence after a modification is established.

DON'T: Hesitate to go back to the arrangement if the new behavior does not continue after the consequence is removed.

DO: Continue to record. You haven't really modified unless the new behavior continues after the removal of consequence.

DO: Set your expectations high. If you expect too little you may be holding the child back for lack of enough material to work on.

DON'T: Scold to try to increase a child's production. Children are hurt by scolding, not by high expectations. Let behavior management techniques work for you.

DO: Accelerate a desirable behavior when you decelerate an undesirable one.

DON'T: Leave a child totally decelerated. The goal is to help him find better patterns of behavior.

DO: Think of the child's total optimum development. Modify only the behavior that is important in that framework.

DEFINITION OF REINFORCEMENT

REINFORCEMENT:

Behaviors that lead to reward or the lessening of discomfort are strengthened; behavior that results in discomfort or loss of reward are weakened. Behavior is influenced by its consequences (reinforcement or lack of reinforcement).

Restate in your own words:

____

____

____

____

How would you identify a reinforcer or reinforcing event?

____

____

____

____

Would it change in any way, the frequency or rate of behavior? Why?

____

____

____

____

Notes:

(Types) ____

____

(Identification) ____

____

FOUR WAYS IN WHICH YOU CAN INFLUENCE YOUR CHILD'S BEHAVIOR

1. You can teach a new behavior which has not been observed before. This is done by shaping - the reinforcement of approximations (smaller segments of behavior) leading to the desired goal.

2. You can maintain existing behaviors which you consider beneficial by remembering to reinforce from time to time.

3. You can diminish undesirable behaviors by observing and controlling for its reinforcement.

4. You can enhance (strengthen and increase in frequency) those behaviors you consider to be important by applying the appropriate reinforcement schedule.

SUGGESTED REINFORCERS

(SOME CONSEQUENCES TO STRENGTHEN BEHAVIORS)

TV watching

Money

Candy

New clothes

Toys

Making decisions

Helping mother or dad
on "Special Projects"

Running errands

Playing outside

Family games

Gum

Fruit

Privileges
(e.g., staying up late)

Painting

Trips to:

- zoo
- park
- museum
- library

Praise and attention

Smiles

Physical affection

Visit friends

Family drive

Choice of dessert

Games and puzzles

Being first

Being right

Tokens

Stamps

Writing letters

Collecting mail

Cooking

Story Time

Bike rides

Fishing

Sledding

OTHER POSSIBILITIES

APPLICATION:

There are many ways to utilize reinforcers. Two main requirements are: 1) whatever the reinforcer is, it has to be introduced after the behavior occurs - the longer the control agents waits, the weaker the reinforcer. 2) the control agent has to be consistent. The child will then develop an expentancy "set" which in itself is reinforcing.

Other than these two requirements, application becomes, then, a function of the parents' own imagination. Behavior Modification is like playing detective. In the manner of detective, you train yourself to observe what is going on, and you use this information to guide you in solving the mystery of teaching new behaviors to your child.

PREMACK'S PRINCIPLE:

This principle is often called "Grandma's rule." It is very simple. A behavior can be accelerated when it is followed by a behavior that normally occurs at a high rate. In other words, a behavior, in and of itself, is used as a reinforcer for another behavior.

I TOLD A BOY

BY MARION STEELE

I told a boy
he could leap fences
and he soared over mountains

I told a boy
he was stupid
and to his ignorance he was chained

I told a boy
he could laugh at life
and he laughed at himself

I told a boy
he couldn't fly
and his wings never grew

I told a boy
he could make it
and he never looked back

I told a boy
he couldn't trust
and he could not trust himself

I told a boy
he could love
and he was loved in return

I told a boy
he was a failure
and he tore out his heart in final
payment

I told a boy
he was joy
and jubilance followed him

I told a boy
he could not reach the moon
and he fell off his stilts

I told a boy
he could fulfill his dreams
and his nightmares went away

I told a boy
he had to kill
and he died inside

I told a boy
he could see
and he searched the heavens in
wonderment

I told a boy
he was bad
and he hated himself

I told a boy
he could whistle with the birds
and he sang with the Sirens

I told a boy
he should obey without question
and he followed the devil to hell.

I told a boy
he could trust in himself
and others trusted him

I told a boy
he could think for himself
and he follows like an eagle

I told a boy
he had to crawl
and he got scabs on his knees

I told a boy
he was free
and he blew before the winds

I told a boy
he could understand
and he taught me about life

I told a boy
he could love beauty
and he made love to the stars

I told a boy - he should listen to no one
and he told me to go to hell.

The Halls of Yearning (1969)
Andrews Printing
Lakewood, California

ASSIGNMENT #1

Recording Notes About A Behavior To Be Changed A Week From Now
(To Aid In Establishing A Baseline)

1. Identify a behavior in your child you would like to see changed (more of it or less of it)

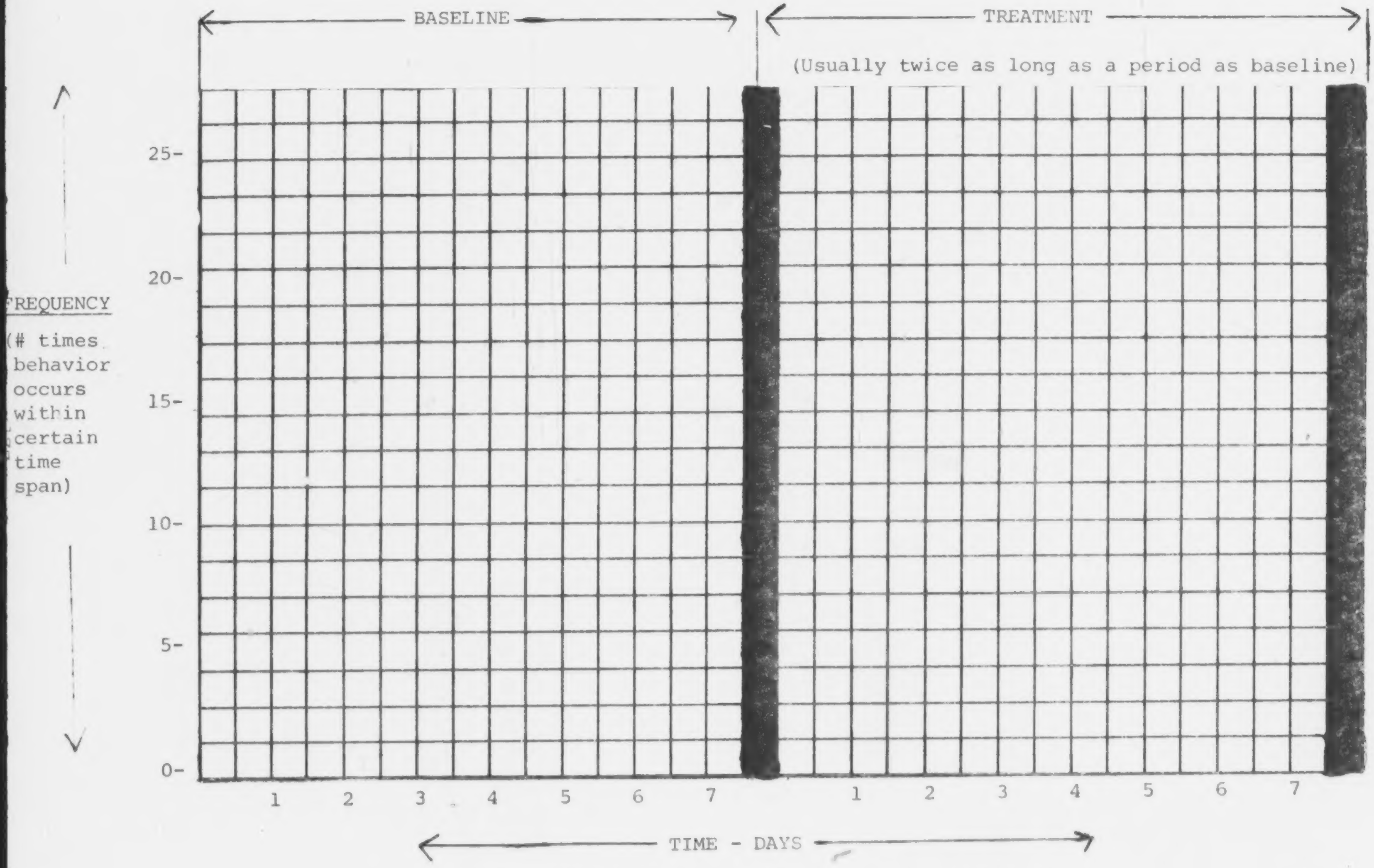
2. Describe the behavior in such a way that a stranger would understand exactly what you mean. (Describe only what you can observe and count.)

3. Set aside the same time each day. Perhaps sometime early in the evening would be most convenient when both parents can share in observing and counting the number of times the behavior occurs. Allow 30 minutes for observation and try to maintain the same schedule each day.

4. Provide a daily report as follows:

DAY	TIME OF DAY	HOW OFTEN DID IT OCCUR TODAY	WHAT DID YOU DO ABOUT IT?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

GRAPH WORKSHEET



OBSERVATION TIME: 30 min.

BEHAVIOR: __________

OBSERVER: __________

REINFORCEMENT: __________

BEHAVIOR LIST

1

BEHAVIORS I WISH TO STRENGTHEN IN MY CHILD (ESTABLISH PRIORITIES)	METHODS TO STRENGTHEN DESIRABLE BEHAVIOR

BEHAVIOR LIST

2

BEHAVIORS I WISH TO WEAKEN IN MY CHILD (ESTABLISH PRIORITIES)	METHODS FOR WEAKENING UNDESIRABLE BEHAVIOR

CASE EVALUATION

Problem Areas	Conditions	Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence positive?		
	Was consequence negative?		
Security	Reinforced Identify reinforcer:		
Independence	Reinforced Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems?			

What is your reaction to the discipline in this case history?

A. ____

____

B. ____

____

PINPOINTING BEHAVIOR

IDENTIFYING (PINPOINTING) TARGET BEHAVIORS

We have talked about behavior - the changing or modifying of behavior. The alteration of behavior, though (in behavior modification theory), assumes that the only one behavior, at a time, will be attended to. How do we isolate, identify, or specify a single behavior? Basically, a behavior can be identified if it can be observed and counted.

WORKSHEET - PINPOINTING

Items 1 through 15 on this page are behaviors that may or may not be sufficiently pinpointed for observation and measurement. If you feel that an item is a behavior that can be OBSERVED and COUNTED, place an "x" in the column marked "agree". If you feel that an item is a behavior that CANNOT BE OBSERVED and COUNTED, place an "x" in the column marked "disagree". If not sure, "x" "don't know".

EXAMPLE:	AGREE	DISAGREE	DON'T KNOW
Out of seat	________	________	________
1. Take off coat	________	________	________
2. Poor speech	________	________	________
3. Hyperactive	________	________	________
4. Spills milk	________	________	________
5. Opens milk carton	________	________	________
6. Mean to other children	________	________	________
7. Poor reader	________	________	________
8. Short attention span	________	________	________
9. Verbal identification of 10 common objects	________	________	________
10. Reversal of "b" and "d" when writing	________	________	________
11. Doesn't mind	________	________	________
12. Bites nails	________	________	________
13. Insecure	________	________	________

WORKSHEET -- PINPOINTING (CONTINUED)

14. Immature	________	________	________
15. Kicks cat	________	________	________
16. Other examples			
a)	________	________	________
b)	________	________	________
c)	________	________	________

BEHAVIOR

LEARNED

How are social behaviors learned and how may they be adaptive or maladaptive? Although heredity, obviously, plays an important role in potential capabilities, it is our belief that a child acts the way he does, not because he was born that way, but because he was taught to behave that way. Most of what we observe other people doing is something they have learned. Talking, laughing, and listening are learned behaviors, but so are whining, fighting, and temper tantrums.

People learn from each other all the time. They also, whether they realize it or not, are teaching each other. Parents learn to spank and nag - they also learn to hug and kiss and praise. A child learns to behave - he also learns to MISbehave. But, even the best intentioned parent can do and say things that have unexpected results and a child learns to misbehave. A child is taught to delay, fight, steal, whine, and cry. What we want to understand is HOW social behaviors such as these are taught or learned. How do parents learn to punish or love too much?

Key: Reinforcement

Process (es):
  1) imitation
     (example)

Reinforcement is the key to learning social behaviors. However, often it occurs without design, on the part of parents. A young child begins his movements reflexively. As he gains motor control over his environment, he is reinforced by movement, sound, color, touch, etc. As successes, in manipulation, develop, he is also reinforced by smiles, sounds of approval, attention - in effect, love. As cognition emerges, he begins to imitate others in his environment because he is reinforced for this imitation. As the child becomes older he responds imitatively even more. How many of you have seen the TV commercial about the father and son? They wash the car together, fish together, skip rocks together, etc. They take a break and sit by a tree. Dad lights up a cigarette and lays them on the ground. The son watches him, reaches for a cigarette, and pretends to light up and exhale.

... Learning by imitation. Perceived approval would be the reinforcer.

  2) shaping
     (example)

Another method of teaching behaviors, in addition to modeling or imitation, is the method of successive approximations (shaping). If a behavior has never been exhibited by a child, we cannot reinforce the behavior. Therefore, to teach some behaviors we must reward behaviors which are close to or approximate the desired behaviors.

BEHAVIOR -- CONTINUED

Shaping might be best understood by first citing an incident that occurred in a college classroom and then by playing a shaping game.

It was spring and the class was restless. They were looking for some excitement or "action" to offset the ennui that typically prevails when one would rather be outside than in a stuffy classroom.

Several students had completed a course in Behavior Modification the previous semester and decided to enlist student support in an effort to "shape" the professor's behavior. The goal decided upon was to have the professor lecture in the position of half sitting on the right front corner of his desk. Accordingly, the class set about shaping or reinforcing only those movements and positions which would lead to this goal. Whenever the professor would approximate, by movement, the desired position, everyone in class would lean forward expectantly and pay close attention to what he said. Whenever he moved away from the right front corner, the students would lean back in their chairs and feign disinterest. Needless to say, attention was so reinforcing to this man, that eventually he became almost "pinned" to that one corner.

MAINTENANCE

Key: Reinforcement

Process(es): Inadvertent or deliberate continuation of reinforcement. (Example)

BEHAVIORAL PATTERN: pattern representing learned behavior

A. Components (contingencies)

1. S : stimulus situation
2. R : response
3. C : consequence

REFERENT PATTERN:

(IF)

S (mother ready to leave B.)

(then) (leads to)

R (B throws tantrum) - - - > C (mother stays home)

Reinforcer for Tantrum

3

Every time mother gets ready to leave, R throws a tantrum and mother then stays home. What is the probability this behavior will be maintained?

ELIMINATION

Key: Reinforcement
Processes:

1) PUNISHMENT
(example)

Punishment does work as long as it is meted out objectively, parsimoniously (relevantly) and with the idea, always in mind, that it is a learning experience for the child. Vindictiveness, vengeance or toleration limits reached in anger, point up the needs of the giver more than the receiver. Research indicates that punishment to be effective, has to be relatively severe, timely, and consistent. This is where, as a technique, punishment falls short.

We're all human. When do we generally punish?

In anger, of course. What about relative severity? For some children a firm voice can result in sobbing. For this child, the firm voice probably represents severe punishment. Another child could be paddled to the bruise level and still wander off, seemingly unaware anything out of the ordinary had transpired. This then, would not be severe punishment for him, but, more likely, physical abuse which satisfied some adult needs. Punishment has to be timely. It must be closely related in time to the response. How often is this really the case? Little Joan colors on the walls of her bedroom. When mother finally discovers the misdeed, Joan is taken to task. Usually, it is "did you do that?" - did you? did you?" When Joan finally admits the misdemeanor she is spanked. From her frame of reference was she punished for telling the truth? Can she really tie the punishment, temporally, to the behavior?

Consistency is another bugaboo. Mom might spank, dad might admonish. Can Joan, then depend upon a well-defined limit? None of the above criticisms are insurmountable, but do complicate the usage of punishment as a technique.

2) EXTINCTION
(example)

When a behavior is never reinforced, it will decrease in strength and disappear. This fact has been observed many times in practice. The problem here is that inadvertent reinforcement causes what is termed spontaneous recovery. The undesirable behavior shoots up in frequency and intensity to a level higher than the pre-extinction level.

3) TIME OUT
(example)

For some behaviors, simply ignoring the child is not enough to curtail the behavior unless the time involved is not a consideration. Time out from positive reinforcement represents an effective alternative.

The method of time out removes the child from a situation in which he can receive reinforcement. This differs from extinction in that the method of extinction removes the reinforcing stimulus rather than the child.

4) COUNTER CONDITIONING
(example)

Incompatible behaviors are behaviors which are difficult to perform simultaneously, with the deviant behavior. When these behaviors are being performed they do not allow for maladaptive behaviors to occur. Reinforcing incompatible behaviors is a useful tool for eliminating undesirable behaviors and building up desirable behaviors. It increases the effectiveness of other reinforcement or punishment techniques when used in conjunction with them. It would be doubly effective if we reinforce non-nail-biting behavior at the same time we apply aversive techniques to the nail-biting behavior.

5) STIMULUS SATIATION
(example)

Satiation is the method of presenting a reinforcing stimulus at such a high rate that it is no longer desirable and may be aversive. Having a child write 500 times a dirty word which he has used is an example of the technique of satiation. Due to the differences in satiation levels, both among subjects and among reinforcers, it is difficult to determine the effectiveness of this tehcnique. Sometimes the behavior is eliminated and other times the effects are only short term. This technique should not be dismissed out of hand though, since desirable behaviors are sometimes inadvertently diminished through satiation of a reinforcer.

6) STIMULUS CHANGE
(example)

This technique consists of manipulation or change of the stimulus which appears to trigger a response. If a bowl of candy is kept on the table and a child cannot seem to leave it along, the candy is removed, or replaced with, say a bowl of fruit.

NOTES:

TAKE HOME EXAM

1. Contingencies (conditions) for Learned Behavior are:
    - a. patience, love, understanding
    - b. time out, punishment, extinction
    - c. stimulus, response, consequence
    - d. imitation, shaping, changing
2. When undesirable behaviors are present, we can assume they are a result of:
    - a. heredity (the child was born that way)
    - b. the correct (adaptive) behavior has never been learned
    - c. the child cannot help himself
    - d. an incorrect (maladaptive) behavior has been learned which conflicts with the performance of the correct behavior.
3. Consequences which strengthen behavior are called:
    - a. reinforcers
    - b. rewards
    - c. bribes
    - d. responses
4. Which of the following are learned behaviors:
    - a. lying
    - b. disobedience
    - c. honesty
    - d. courtesy
    - e. all of the above

TAKE HOME EXAM : (continued)

5. An example of Premack's Principle (Grandma's rule) is:

   a. "If you don't finish your spelling words, you cannot go out to recess."

   b. "You didn't finish your spelling words, so you cannot go out to recess."

   c. "When you finish your spelling words, you can go out to recess."

   d. None of the above.

6. The term reward is used interchangeably with:

   a. candy

   b. praise

   c. money

   d. reinforcement

7. If a person is given a positive reinforcer behavior is:

   a. weakened

   b. eliminated

   c. strengthened

   d. not changed

8. If a person's behavior is not reinforced, it:

   a. increases in frequency (occurs more often)

   b. diminishes in frequency (occurs less often)

   c. does not change

   d. makes the person angry

9. Assuming the behavioral contingencies (conditions) are present, a child can learn by:

   a. imitation

   b. shaping

   c. stimulus satiation

   d. all of the above

   e. none of the above

10. Little Suzie runs into the street and is narrowly missed by a car. Probably the most expedient technique to use in eliminating this behavior would be:

   a. extinction
   b. time out
   c. stimulus change
   d. punishment

11. John always wants to play with a neighbor boy, his own age, However, they seldom play together without pushing, shoving, and crying. Probably the most efficient technique to use in eliminating this behavior would be:

   a. counter-conditioning
   b. stimulus satiation
   c. time out
   d. punishment

12. Behavior modification techniques are:

   a. a panacea (solution) for all problems
   b. a useful tool - among others - for changing inappropriate behavior.
   c. un-American
   d. a waste of time

13. If an individual is not performing a behavior we want him to, it is quite likely he is not getting ______________________________ for it.

14. If you desire to see a behavior increase in frequency _________________ it.

If you desire to see a behavior decrease in frequency _________________ it.

TAKE HOME (continued)

15. Inappropriate or undesirable behaviors persist because they are ______________________________.

16. ______________________________ is a powerful reward for most people, especially children.

17. We can assume that a ______________________________ is operating to maintain any behavior which occurs.

18. Just as attention increases the frequency of appropriate behaviors, it also ________________________ the frequency of inappropriate behaviors.

19. Punishment is many times ineffective in eliminating inappropriate behavior because the person is at the same time ________________________ with ______________________________.

20. A better way to reduce the frequency of inappropriate behavior is to ________________________ from it.

21. If you are reinforcing a behavior in your child, and it does not seem to be working very well (behavior not increasing) check your reward. It may not be working because:

    a. you are giving too much of a reward
    b. you are giving too small a reward
    c. you are giving the wrong kind of reward
    d. all of the above

22. An example of a tangible reinforcer is:

    a. a smile
    b. praise
    c. attention
    d. a cookie

23. An example of an intangible or social reinforcer is:

    a. money

    b. candy

    c. a new bicycle

    d. attention

24. Some reinforcers we have used with each other, as a group, to maintain or change behaviors have been:

    ____________________________ ____________________________

    ____________________________ ____________________________

    ____________________________ ____________________________

    ____________________________ ____________________________

25. The material presented thus far has been:

    a. difficult

    b. easy

    c. interesting

    d. boring

    e. irrelevant

ASSIGNMENT #2

RECORDING NOTES ABOUT A BEHAVIOR WHILE REINFORCEMENT IS BEING APPLIED.
(TO AID IN ESTABLISHING A TREATMENT LINE)

1. Identify the priority behavior chosen to be modified. ______________
____

2. Describe the reinforcer selected in your attempt to influence behavioral change. ____

3. Set aside the same time each day as you did when establishing a baseline. Each time the appropriate (or incompatible) behavior occurs, apply your reinforcer. Record the number of times the behavior occurred and the number of times the reinforcer was introduced. Allow 30 minutes for application and try to maintain the same schedule each day.

4. Provide a daily report as follows:

DAY	TIME OF DAY	HOW OFTEN DID IT OCCUR TODAY	WHAT DID YOU DO ABOUT IT? WAS REINFORCEMENT CONSISTENTLY APPLIED?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

CASE EVALUATION

Problem Areas	Conditions	Yes		No	
Rules	Clearly specified by parents?				
Limits	Understood by child?				
Cause	Immediate cause of behavior identified? (stimulus)				
Effect	Was consequence positive?				
	Was consequence negative?				
Security	Reinforced Identify reinforcer:				
Independence	Reinforced Identify reinforcer:				
Consistency	Does it appear parents generally respond in similar ways to similar conditions				
Do you see any other problems?					

What is your reaction to the discipline in this case history?

A. ______________________________

____

B. ______________________________

____

CONTRACTING

Contingency contracting is still based upon the law of reinforcement. When you make a contract with a child, the goal is to help the child assume as much responsibility, as possible, for his own behavior change. It becomes a project to be discussed, with goals mutually agreed upon, with stipulations and provisions - very much like adult contracts. There are some interesting variations in contracting ranging from a parent - controlled contract through a transitional contract permitting both parent and child an opportunity to agree upon terms, to a child - controlled contract. The procedural steps in the basic contract are as follows:

1. Determine the amount of reinforcement to be given.
2. Determine the amount of task to be required.
3. Presentation of contract.
4. Acceptance and performance of the contract.
5. Deliverance of reward (pay-off).

In a transitional contract, any or all of the first three steps are subject to negotiating and mutual agreement. Once accepted, though, the contract is firm. Parents might find it more efficient to follow, somewhat loosely, the parent-controlled contract first - if for no other reason than to provide guidelines for the indecisive child. The terms of the contract will always state what the child will receive in return for his performance. Self-management is the ultimate goal of the contingency management system--leading the child from management by others to self-management.

Two types of contract:

1. Micro - contract primarily designed for control-by-others of behavior. The child is rewarded immediately upon performance.
2. Macro - contract designed for self-management. The child works through a succession of micro-contracts toward a longer range goal thereby reinforcing himself.

The exciting thing about contracting, in general, is that both micro and macro contracts make up the total contract allowing the child to move from dependence to independence.

Five rules for contracting:

1. The contract payoff (reward) should be immediate. It is important that the presentation of the reward be contingent only on the adequate performance of the behavior and not, for example, on the passage of time.
2. Initial contracts should call for and reward small approximations. If the initial performance requested from the child is a small simple-to-perform approximation to the final performance desired, no difficulties will be encountered. If the performance requested is too precise, too difficult for the child to perform, no amount of reward will help.

3. Reward frequently with small amounts. Works much better than infrequently with large amounts.
4. The contract should call for and regard accomplishment rather than obedience. The contract should say "if you do what I tell you to do, I will reward you with such and such." Reward for accomplishment leads to independence. Reward for obedience leads only to continued dependence on the person to whom the child learns to be obedient.
5. Reward the performance after it occurs.

CONTRACT QUESTIONS

1. Describe a parent-controlled contract.

2. Would this tend to be a mini or a macro contract?

3. Describe a transitional contract.

4. Would this tend to be a mini or a macro contract?

5. Describe a child-controlled contract.

6. What type of contract would this most likely be?

7. What would be some major considerations in drawing up a contract?

Behavior Contract

I, ______________________________ HEREBY ENTER INTO THE FOLLOWING AGREEMENT WITH MY PARENTS.

I WILL PERFORM THE BEHAVIORS STATED BELOW UNDER ALL CIRCUMSTANCES. IN RETURN, I WILL RECEIVE SUCH BENEFITS AS STIPULATED BELOW. IF ANY PARTY IS HELD IN VIOLATION OF THE CONTRACT, THEN THE OTHER PARTY MAY NO LONGER BE HELD BY THE TERMS OF THE CONTRACT.

I AGREE TO PERFORM THE FOLLOWING:

1. ______________________________
2. ______________________________

IF THE SPECIFIED BEHAVIORS ARE PERFORMED CORRECTLY I WILL RECEIVE FOR EACH NIGHT (day, hour, etc.) OF CORRECT BEHAVIOR:

1. ______________________________
2. ______________________________

THE CONTRACT WILL COMMENCE ON ____________________. AND WILL BE IN EFFECT UNTIL ________________ WHEN THE CONTRACT EXPIRES.

(signed) ______________________________
child

____

____
parents

____
date

CASE HISTORIES AND QUESTIONS

Little Richard opens the refrigerator door and sees a plate of fudge. He wants some. His mother says "NO" - "you can't have any now" "wait till after supper." Richard goes into a tantrum. His mother says "OK" (sigh) if you stop crying, I'll give you one piece now." He stops crying and receives the candy.

Question:

1. Does Richard display inappropriate or undesirable behavior?
2. What is his behavior (identify specifically)?
3. What reinforces his behavior?
4. Is the reinforcer tangible or intangible?

Comments:

Maridean has a habit of sitting right in front of the TV set. Both parents nagged her incessantly about this behavior. "Move back--you will hurt your eyes - it will give you headaches - no one else can see."

She would move when the pressure was "on," but the very next time she watched TV she would sit right in front again.

Her parents enrolled in this course, practiced several techniques, and decided they would use another approach.

The next time the "tube" was on and Maridean plopped down right in front, both parents began clapping their hands. As Maridean, in surprise, looked at them they smiled at her. When she asked what happened, she was told that she was a good thinker and that her parents were pleased that she was not as close to the set as usual. Maridean, in turn, was pleased with this new type of attention--approval. She wiggled back a little further from the set and was again praised.

Question:

1. What specific behavior did Maridean exhibit?
2. What reinforcer maintained this behavior (attention)?
3. What reinforcer changed her behavior (attention)?
4. Was the reinforcer tangible or intangible?

COMMENTS:

Lorraine bites her nails. Her parents have tried mittens, shaming, asafetida, candy, etc. - all to no avail. They decide to begin reinforcing her when she is not biting her nails. They know she wants a new doll, but are also aware that she has not learned to delay gratification to the extent that a promised reward will have much influence on her behavior. They decide, then, to combine praise with a relatively short promise period. The doll is promised in two weeks, but meanwhile she is to be highly complimented during specific times she is not biting her nails. The time chosen for praise is after supper from 7:00 to 9:00 (bedtime).

Question:

1. What behavior was selected for reinforcement?
2. What behavior is incompatible with their selection?
3. What reinforcers are used?
4. How can the efficiency of the reinforcers be determined? (count behaviors)
5. Were they selective or global in determining a behavior to be changed?

COMMENTS:

Jim wanted to go out and play baseball. His mother wanted him to practice the clarinet. Jim had begged for the instrument and his parents, at considerable expense, had managed to purchase it. Now, they expected him to make like Benny Goodman, but Jim could care less. "If you don't practice your clarinet, you can't play baseball" - shouted his mother. The next hour was spent in stalling, crying, cajoling, etc.

CASE HISTORIES AND QUESTIONS (continued)

Question:

1. Was this an example of Grandma's rule:
2. What was the reinforcer?
3. How might the reinforcer have been better presented?
4. What are some other examples of Grandma's rule?

COMMENTS:

CASE HISTORY PROBLEM

Mrs. Jones could never seem to get her family to come to supper at the same time. It exasperated her when, each evening after being called for supper, Mr. Jones, her daughter, Tammy (age 6) and son, Tim (age 8) individually wandered in, at their own leisure, to sit at the table.

Mr. Jones invariably procrastinated while reading the evening paper; Tammy was usually watching TV and Tim could be found playing with his model cars. Mrs. Jones decided it just was not worth stewing and fretting about, and that she had better change the situation even if it meant changing her own behavior.

She decided to keep a record, for one week, of how many times she had to call each family member, before they finally graced the table. A week-end tally provided the following information:

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	TOTALS
Mr. Jones	2	3	4	3	2	5	3	22
Tammy	2	4	2	3	1	4	2	16
Tim	3	4	3	2	3	2	3	20

She decided Mr. Jones was probably the worst offender and that the children were for the most part, imitating his behavior. The problem then, as she saw it, was to change Mr. Jones' behavior. She figured the "odds" were on her side that the children would then conform imitatively, but decided not to rely on chance alone. A contract was envisioned in which Mr. Jones would be an influence on changing the children's behavior.

PROBLEM:

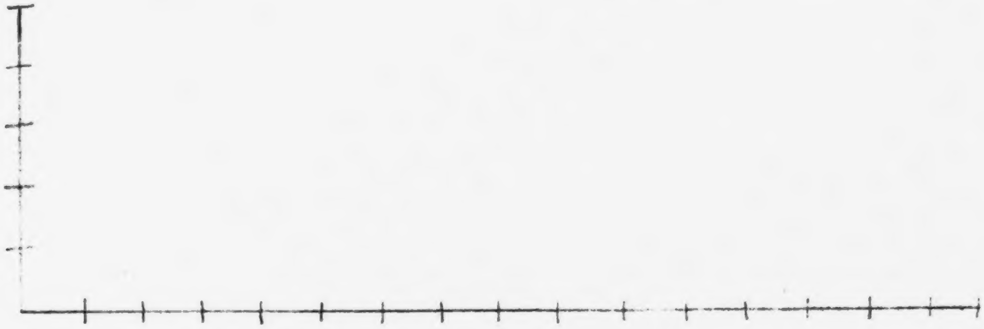
1. Pinpoint target behavior
2. Determine measurement
3. Set up baseline
4. Ascertain consequences
5. Develop contract

PROBLEM WORKSHEET

1. Pinpoint target behavior:

2. Determine measurement:

3. Set up baseline:



4. Decide on consequences:

5. Develop contract (List basic requirements):

EXAM II

1. Contracting is based upon:
    a. The Bernoulli effect
    b. Newton's 1st Law
    c. The law of reinforcement
    d. The Copernicum Theory
2. Making a contract helps the child acquire:
    a. dependent behavior
    b. self-managing behaviors (independence)
    c. reinforcement
    d. reward
3. Some variations in contracting take the form of:
    a. child-controlled contracts
    b. transitional contracts
    c. parent-controlled contracts
    d. all of the above
    e. none of the above
4. Once the contract is accepted by both parties (parent and child)
    a. it can be re-negotiated
    b. is adhered to
    c. can be broken
    d. should be forgotten
5. Two types of contracts are:
    a. mini
    b. macro
    c. maxi
    d. micro

6. A micro contract is primarily designed for:
    - a. control-by-self of behavior
    - b. reward
    - c. control-by-others of behavior
    - d. rest and relaxation

7. A macro contract is primarily designed for:
    - a. dependency
    - b. self-management
    - c. alleviation of anxiety
    - d. intellectual growth

8. Theoretically, the process involved in using micro contracts to arrive at a macro contract parallels normal development in the following areas:
    - a. insecurity - security
    - b. concrete - abstract thinking
    - c. dependence - independence
    - d. immaturity - responsibility
    - e. all the above

9. The contract pay-off (reward) should be:
    - a. immediate
    - b. prolonged
    - c. negotiated
    - d. be contingent upon adequate performances

10. Initial contracts should call for and reward:

    a. precise behavior

    b. difficult behavior

    c. small, simple-to-perform approximations to the final behavior desired

    d. levity

11. Reward should be given:

    a. infrequently with large amounts

    b. infrequently with small amounts

    c. frequently with large amounts

    d. frequently with small amounts

12. Performance should be rewarded:

    a. before it occurs

    b. while it is occurring

    c. immediately after it occurs

    d. all of the above

13. The first three rules about rewards are that they should follow the

behavior (a) ______________________________

they should be given for small (b) ______________________________

and they should be given (c) ______________________________

14. In contingency contracting, the rules call for reinforcing

(a) ______________________________

rather than (b) ______________________________

and for reinforcing ______________________________

in the beginning.

EXAM II (continued)

15. In measuring and recording behavior, the first of three segments on the graph is referred to as the ______________________.

16. The second segment (usually twice the time interval) is referred to as ______________________.

17. During the baseline period, behavior is observed and recorded with no attempt made to apply ______________________.

18. During the treatment period, reinforcers are applied to ______________ ______________ desirable behaviors and withheld to ______________ undesirable behaviors.

19. One should attempt to modify only ______________ behavior/s at a time.

20. A behavior can be identified if it can be ______________ and ______________.

21. In identifying a behavior, it must be defined precisely enough that another person could also ______________ it, and ______________ it.

22. There are ____ principles involved in measuring and controlling behavior change. These are:
    a. direct observation
    b. continuous measurement
    c. systematic manipulation
    d. all of the above

23. An example of a reinforcer for a micro contract might be:
    a. a new bicycle
    b. a chance to go to the movies
    c. stamps
    d. stars

TEST II (continued)

24. An example of a reinforcer for a macro contract might be:

a. a hot-wheel car

b. points

c. a football

d. stars

25. What would you like to do now?

a. drink coffee

b. smoke

c. go to bathroom

d. go home

GLOSSARY

1. BEHAVIOR MODIFICATION:

Techniques which are concerned with the relationship between changes in the environment and change in the subject's response.

2. CONSEQUENCE:

A. A thing or circumstance (as an event or phenomenon) that follows another in time or order without being a result or without any causal connection being implied.

B. As applied to behavior, a consequence can be reinforcing or rewarding, thereby strengthening that behavior; or, it can be irrelevant (neutral) or non-reinforcing thereby weakening behavior.

3. CONTINGENCY:

An arrangement or condition which must be met before a consequence occurs. A contingency refers to the arrangement or relationship between a response and a reinforcer.

4. COUNTER CONDITIONING:

Reinforcing incompatible behaviors.

5. ENVIRONMENT:

Pattern or configuration of all energies, present at any given time, that are capable of entering into lawful relationships with behavior.

6. EXTINCTION:

A procedure whereby an accustomed reinforcer is withheld. The effect on behavior is first a slight measure on the strength of the behavior followed by a weakening of its behavior.

7. INCOMPATIBLE BEHAVIOR:

Behaviors that cannot be performed at the same time. For example: a child cannot be seated and moving about the room at the same time. Therefore, by inference, one behavior is increased as the other is reduced.

8. PREMACK PRINCIPLE:

A behavior may be accelerated when it is followed by a behavior which normally occurs at a high rate.

9. PUNISHMENT:

A penalty inflicted on an offender as a retribution and, incidentally, for reformation and prevention.

10. REINFORCEMENT:

Strengthening a learned way of behaving by some external or internal influence or, any circumstance or event that increases the probability that a response will recur in a situation like that in which the reinforcing condition originally occurred.

Any praise, encouragement, object, privilege, equipment, or activity which a child received as a consequence of HIS desirable behavior or work output.

11. RESPONSE:

A reaction to a stimulus.

12. SHAPING:

When the desired response to a task does not occur, the parent may sequentially arrange a number of smaller success-insuring tasks which eventually lead to the completion of the original task.

GLOSSARY (continued)

13. STIMULUS CHANGE:

Process of changing the environmental contingencies, i.e., stimulus (i), to reduce the chances of the behavior occurring.

14. STIMULUS:

Arbitrary environmental unit.

15. STIMULUS SATIATION:

Method of presenting a reinforcing stimulus (reinforcer or reward) at such a high rate that it is no longer desirable and may be aversive.

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COLOR BLOCKS

GAME I

EQUIPMENT: One (1) set of 16 color blocks, four each of four different colors, and a cardboard (to be found at home).

PURPOSE: To teach the child the concept of on, over, etc..

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the blocks on the floor or on a table ... as close to the child as possible.
2. Allow the child free play.
3. Q: Place a box-top (right side up) in front of your child and hand him one red block. Say, "Put your red block ON TOP of the box."
4. I: If he puts it in a different place, such as behind the box, say, "You have put the block behind the box. Now put it ON TOP OF the box."
5. C: When he puts it on top of the box, say, "Yes, you put the block ON TOP OF the box. Now put the block UNDERNEATH the box."
6. Continue the game as above using the following directions;
    - A. "Put the block BEHIND you" or "Put the block IN BACK of you."
    - B. "Put the block IN FRONT of you."
    - C. Place the block again on top of the box. Then say, "Take the block OFF the box."
    - D. "Put the block UNDERNEATH the box."
    - E. Lift the box top and turn it upside down. Then say, "Put the block IN the box."

F. "Now take your block OUT OF the box and put it AT THE SIDE OF the box."

G. Take two blue blocks and place them a few inches apart. Then say, "Put your red block BETWEEN the two blue blocks."

COLOR BLOCKS

GAME II

EQUIPMENT: One (1) set of 16 color blocks, four each of four different colors.

PURPOSE: To help the child recognize and understand pattern development.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Say, "I'm going to put the blocks in a special kind of row. Watch!" Place the blocks in a pattern like this: AT ALL TIMES YOUR PATTERN SHOULD BE VISIBLE TO THE CHILD.

GREEN	RED	BLUE	GREEN	RED	BLUE

3. Give your child a set of blocks identical to the set you have used in making your pattern.

Q: 4. Say to your child, "Now, you put your blocks in a row so they look like these blocks" (pointing to the pattern you made).

I: 5. If the child is not able to copy the pattern, say, "First, put down one green block, then one red block, then one blue block. Now put down one green block..."

C: 6. "Yes, yours look like mine now. They are the same."

7. Continue asking your child to reproduce various patterns using four to six blocks in varying colors and sequences.

8. If the child is able to copy the pattern, make another one like this:

COLOR BLOCKS, GAME II, (CONTINUED)

RED	GREEN	RED	GREEN
YELLOW	BLUE	YELLOW	BLUE

Q: and say to the child, "Put the blocks in a row so that they look like these blocks."

9. Give your child a set of blocks identical to the set you have used in making your pattern.

10. Continue the game until the child can easily understand and reproduce the patterns that you have made.

Then go on to Game III.

COLOR BLOCKS

GAME III

EQUIPMENT: One (1) set of 16 color blocks, four each of four different colors.

PURPOSE: To help the child learn how to extend a pattern.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. If he wants to, allow the child free play.

2. Take the blocks and say, "Watch while I put the blocks in a special kind of row." Make a pattern like this:

BLUE	RED	BLUE	RED	BLUE

Give your child only the red and blue blocks that are remaining.

Q: 3. Then say, "What color block comes next in this kind of row?"

I: 4. If the child chooses a block other than a red one, say, "First, there is a blue block, next a red block, then another blue block and a red one, and then a blue one; the next block should be RED." Hand the child a red block to put down; then ask "Now what block comes next?" If the child is still unable to extend the pattern, go back to Game II and wait a day or so before you play Game III again.

C: 5. If the child picks the right block (he chooses the red block), say, "Yes, a red block comes next; what color block comes after the red block?"

6. Continue asking your child to extend various patterns.

COLOR BLOCKS, GAME III, (CONTINUED)

7. Do not proceed beyond this step unless your child has thoroughly mastered the above concepts.

8. Make a pattern like this:

RED	BLUE	RED
GREEN	YELLOW	GREEN

Ask the child, "What color block goes here (pointing to the top row of blocks, and what color goes there?" (pointing to the lower three blocks)?" If he chooses blue for the top row and yellow for the bottom, ask "What color comes next?"

9. Continue playing the game, changing the pattern and allowing the child to extend it.

PEGS AND PEGBOARD

FREE EXPLORATION

EQUIPMENT: A pegboard and an assortment of different colored pegs.

PURPOSE: To help develop the child's ability to group and classify and give him time to freely explore the material.

GENERAL INSTRUCTIONS:

A. The child may change the rules of the game AT ANY TIME. The parent MUST follow the child's lead.

B. The game should be ended when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Hand the pegboard and the pegs to your child. Let him play with them on the floor or a table in his own way.
2. You can comment on what your child is doing as he plays with the equipment. (For example: "You have a red peg in the pegboard.")
3. If he puts another peg close to one already in the board, say, "You have put the purple peg beside, (or next to, or in front of, or behind) the red peg."
4. If he has put several pegs in a row, you can respond by saying, "You have put the pegs in a row, that we can count."

You should start the counting; your child may or may not join you.

PEGS AND PEGBOARD

GAME I

EQUIPMENT: One wooden pegboard and 100 colored pegs.

PURPOSE: To teach the child recognition and matching of colors and to develop a pattern.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Be sure your child has several pegs of each of the following colors: red, yellow, blue, green, violet and orange. Then say, "Make a row of red pegs here", (pointing to the top row on the pegboard.)

Q:

If the child makes a mistake, or does not try anything, place a red peg in the top left row of the board and say, "Now, you finish the row of red pegs."

If the child still does not understand, finish the row and ask your child to make a row of green pegs below the red row.

Continue same progression as outlined above.

PEGS AND PEGBOARD

GAME II

EQUIPMENT: One wooden peg board and 100 colored pegs.

PURPOSE: To help the child reproduce patterns.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow your child free play.

2. At the top of the board place a blue peg, then a yellow peg, then a blue peg.

Q: 3. Give your child several yellow pegs and several blue pegs and say, "Now you line up your pegs so they look the same as these." - pointing to the row of pegs you made.

C: 4. If the child is correct, say, "You have lined up your pegs to look the same as the other row," and try a new pattern of different colors and different length.

I: 5. If the child is wrong or does not do anything, put his pegs in order, saying, "First, we put the blue peg, then we put the yellow peg, and then we put another blue peg."

Then have the child try again.

PEGS AND PEGBOARD

GAME III

EQUIPMENT: One wooden pegboard and 100 colored pegs.

PURPOSE: To help the child recognize and extend a pattern.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lost interest.

SPECIFIC INSTRUCTIONS:

1. Allow your child free play.
2. Make a row of 1 green peg, 1 red peg, 1 green, 1 red, and 1 green.
3. Q: Give the child a few green pegs and a few red pegs and say, "What do you think should go next?"
4. I: If the child is wrong or does nothing, put a red peg in and say, "The red peg belongs here. Now what goes next?"
5. If the child is right, try new patterns with other colors and have him extend them. You may use three or four colors if the child catches on easily.

PEGS AND PEGBOARD

GAME IV

EQUIPMENT: One wooden pegboard and 100 colored pegs.

PURPOSE: To teach the child the concept of in front of, behind, and beside.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Place 1 red peg in the center of the board.

3. Give the child several red wooden pegs.

Q: 4. Say to the child, "Put one of your red pegs in front of this red peg" (pointing to the one you just put in the pegboard).

C: 5. If the child is right, say, "Yes, you put your red peg in front of the other red peg."

I: 6. If the child is wrong, say, "You have put your red peg beside the other red peg." Remove his peg and place it in front of the other red peg and say, "I have put your red peg in front of the other red peg." Then have the child try again.

7. If the child says nothing, demonstrate for him as in step number 5, and tell him what you are doing, then have him try again.

8. Continue playing, using the words beside, behind, and other colors.

SESSION IX - LANGUAGE

The following facets of language development will be explored in this session: acquisition of language, effect of parents as "models," helpful tools in the responsive environment, hearing, listening, development norms from one month to five years, alphabet and sound recognition plus language materials available in the Toy Lending Library. The two basic goals are (1) prevention of unnecessary speech problems through parent education and (2) early identification of speech disorders for preschool training.

Group participation will revolve around large and small discussion groups, film and slide presentations, role playing, handouts including alphabet and sound worksheets and home assignments, terms inventory, and brainteasers.

SESSION IX - LANGUAGE

I. Evaluation of previous toy

II. Demonstration of Learning Episode

   A. Toy

   B. Role Playing

III. Preview Sensory and Motor Development

   Discussion Leader ______________________________

IV. Topic: Language Development

   Discussion Leader ______________________________

   A. An Overview of Language Development

      Terms Inventory

      A slide presentation

      Discussion

   B. Film: "Teach Your Child to Talk"

      Discussion

   C. Handouts

      1. Language Development in the Responsive Environment
      2. Do's for Parents
      3. Dont's for Parents
      4. Hearing, Listening, and Speech
      5. Listening & Speaking Development Schedule
      6. A Guide for Parents to Help Your Child Develop Better Language
      7. Speech and Language Games
      8. Language Materials Available Through the Toy Lending Library
      9. Parent Materials
      10. Special Services and Agencies that Provide Speech Training for Preschoolers
      11. Alphabet and Sound Worksheets
      12. Writing the Alphabet

V. Free Discussion

VI. Brainteaser

TERMS INVENTORY

This is your personal checklist of language terms we will use in this session. Check "yes" if you understand the meaning of the word and "no" if you do not.

Term	Yes	No
1. Models		
2. Responsive environment		
3. Hearing		
4. Listening		
5. Language acquisition		
6. Babbling		
7. Self-correction		
8. Reinforcement		
9. Gestures		
10. Normal non-fluency		
11. Sound discrimination		
12. Voice inflection		
13. Self talk		
14. Imitation		
15. Speech therapist		
16. Pronunciation		
17. Articulation		
18. Comfort sounds		
19. Stimulation		
20. Comprehension		

LANGUAGE DEVELOPMENT IN THE RESPONSIVE ENVIRONMENT

Language development is an essential ingredient in our culture. The ability to express oneself and communicate with others are integral parts of everyday living. Language is highly valued by most parents; however, few take the time, or have the ability to remember what an extremely difficult task language acquisition is for the young child.

The rudiments of language are obtained in the first twenty-four months of life. All language is learned. Children don't just naturally talk. At three months, the child begins his career of babbling which evolves into imitation of adult noises by the first birthday. It is the imitation that provokes language. Therefore, his parents and friends in the "responsive environment of the home " are his first "models" for language. What the child imitates will be largely determined by what he sees and hears, i.e. responsive environment, without necessarily being aware of what it is all about.

IS YOUR RESPONSIVE ENVIRONMENT CONDUCIVE TO THE LEARNING OF LANGUAGE?

LANGUAGE AND THE RESPONSIVE ENVIRONMENT

DO'S FOR PARENTS

1. Make talking a pleasant experience.
2. Speak clearly, use common names for objects, be a good model.
3. Reward him for speech attempts.
4. Use gestures while talking to your child.
5. Make a game out of listening to and saying sounds.
6. Read to your child and name and point to objects in the pictures.
7. Take the time to be a good listener.
8. Talk to your child in simple sentences.
9. Talk about everything you do, again using simple sentences.
10. Encourage language activities: nursery rhymes, songs, games, stories, puppet shows, dress up activities, etc.

LANGUAGE AND THE RESPONSIVE ENVIRONMENT

DON'TS

1. Don't withhold your love because of your child's poor speech.
2. Don't anticipate his needs.
3. Don't let brothers and sisters talk for him.
4. Don't encourage baby talk.
5. Don't rush his explanations or stories. Let him know you are interested. Listen carefully. Look at him.
6. Don't demand speech from him if he's upset or crying. This encourages non-fluency.
7. Don't pressure him to "show off" if he is experiencing normal non-fluency between three and four, by having him recite nursery rhymes, etc. for relatives.
8. Don't interrupt him when he's talking or complete his sentences out loud for him.
9. Don't panic if your child starts to stutter or experience normal non-fluency between 3 and 4 years. Remember 85% of all children who are 2 to 6 years in age show hesitations and repetitions at times when talking.
10. Don't discuss his non-fluency when he can overhear you.

HEARING, LISTENING AND SPEECH

Hearing the sounds and discriminating their meanings is prerequisite to listening and eventually speech and language.

This list of suggested behaviors that may be an indication of hearing loss either temporary, or permanent: Remember that not any one of these behaviors alone, but several or a combination of several might warrant your concern.

1. Straining or turning the head to hear.
2. Failure to respond or follow directions.
3. Frequent requests for repeating things.
4. Speech errors may indicate hearing loss; an example, high frequency sounds (s, sh, f) may be absent because of a high frequency hearing loss.
5. Very soft speech, or very loud speech.
6. Lack of voice inflection patterns.
7. Inattention.
8. Because of hearing loss a child may not hear much of what is happening in the classroom. He therefore may compensate by doing other things and becoming a discipline problem.
9. Withdrawal.
10. A general lack of awareness of sounds.
11. Poor speech discrimination; such as an inability to distinguish between the words: pad - bad - mad.
12. Turn the record player or T.V. very loud, but does not think it is loud.

If you notice that your child, or student has many of these behaviors present, his hearing should be checked. Either call the school or the County Superintendents Office, phone number 752-1578.

LISTENING AND SPEAKING

Most parents are eager for their children to talk at early ages. This "expressive" language is well received. Few parents think about the "receptive" phase of language. The chart below includes listening development, the counterpart to speaking, and shows fundamental growth in listening skills in the preschool years.

SUMMARY OF LANGUAGE DEVELOPMENT TO SIXTY MONTHS*

Age in Months	Listening	Speaking
1	Activity decreased by sound, calmed by voice.	Vocalizes when crying, throaty noises.
2	Listens to human voice.	Cooing and babbling - crying for hunger and pain is different.
3	Looks to source of sound, eyes follow ringing bell.	Chuckles when pleased, vocalizes when talked to.
4	Moves head toward sound.	Babbles syllables "ba-ba-ba."
5	Distinguishes between friendly and angry voices.	Babbles to people, vocalizes displeasure.
6	Turns head to bell 12 inches from either ear.	Vocalizes well defined syllables.

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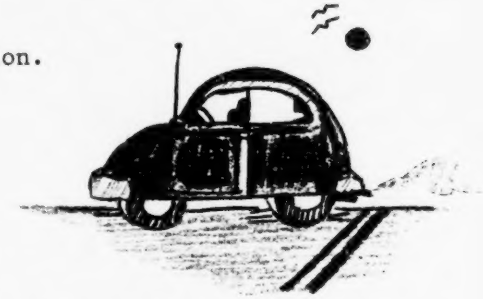
* This language development schedule (reprinted with permission from publishers) is based on findings of Gessell, McCarthy and Poole and can be found in How Children Learn to Speak, by Maurice Sklar, Western Psychological Services, publishers, 1969. (Can be ordered from the above publisher at 12031 Wilshire Boulevard, Los Angeles, California 90025.)

Age in Months	Listening	Speaking
7	Responds when called.	Combines vowel sounds.
8	Looks at person or object named.	Repeats, "mama" -- "dada", not consistently.
9	Activity stops on "no-no" or his name.	Imitates sounds as tongue click, says "mama" or "dada" consistently.
10	Waves "bye-bye" on request.	Shakes head for "no", imitates syllables.
11	Enjoys listening to voice and music.	Uses consonants h-d-b-ng-z-g-.
12	Responds to request "give me the toy."	Says one or two words besides "mama" and "dada."
13	Gives toys on request.	Fluency practice, points while babbling.
15	Points to picture named.	Imitates adult demonstrations, acquires 4 or 5 new words, says equivalent of "thank you."
18	Follow two directions with ball.	Asks for milk, cookies -- by name, has 10 word vocabulary.
21	Points to parts of doll named.	20 word vocabulary, begins two word sentences.
24	Carries out four directions with ball.	Jargon begins to fade.
30	Identifies body parts, discriminates prepositions, points to names objects, identifies objects by use.	Says name, uses pronoun me, repeats 2 digits, names objects.

Age in Months	Listening	Speaking
36	Obeys simple commands, understands taking turns, carries out two commands, discriminates size.	Tells male-female names, drawings, repeats 3 digits, repeats 7 syllable sentence, uses plurals.
48	Understands concepts sleepy -- cold, remembers four commands, understands similarities and differences, understands prepositions.	Repeats 12 syllable sentence, can tell opposites, defines words, count 3 object in sequence, uses conjunctions.
60	Identifies coins, identifies 4 colors, carries out 3 part command.	Names and points to 10 objects, describes objects, tells part of day.

A GUIDE FOR PARENTS TO HELP YOUR CHILD DEVELOP BETTER LANGUAGE



1. Use the sentence as a basic unit of expression. Example: Child asks, "What's that?" You reply: "THAT IS A BLUE CAR." Not: "a blue car."

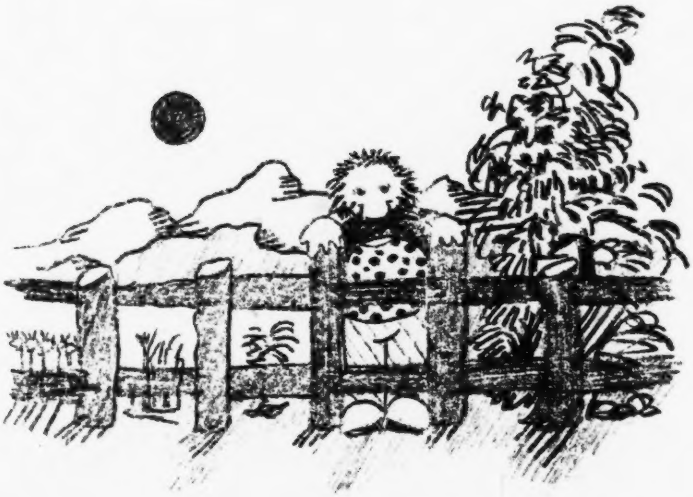
2. Whenever possible, speak in terms of a classification or category. Example: "THAT COLOR IS RED." Not: "That is red."

3. Words that refer to location or place should be specific. Example: "THE PEGS BELONG ON THE SHELF BY THE WINDOW." Not: "They go over there."

4. Use the noun in addition to an adjective, never the adjective alone. Example: "DO YOU WANT THE YELLOW CRAYONS?" Not: "Do you want the yellow?"

5. Express directions clearly. Example: "YOU PUSH THE TABLE AND I WILL PULL IT." Not: "Let's move it."

6. Use correct words when referring to height. Example: "JUDY IS TALLER THAN KIM." Not: Judy is bigger than Kim." Be careful how you use size terms.



7. Be precise in how things are similiar. Example: "THESE ARE THE SAME SHAPE." Not: "These are the same."

8. Take opportunities to express other spacial concepts.

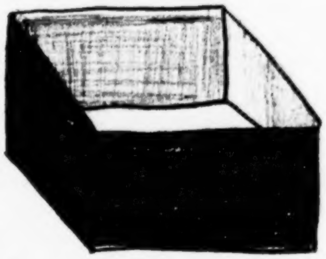
   "LET'S CLIMB OVER THE FENCE."
   "LET'S HIDE UNDER THE PORCH."

9. Correcting suggestion: Example: Child says, "Her did it." You say, "Yes, she did it."

   CHILD says, "I want a tookie." You say,"HERE IS A COOKIE."

   Do not ask the child to repeat the correct form immediately unless he wants to or does so by himself.

SPEECH AND LANGUAGE GAMES



THE SOUND BOX GAME

Sound discrimination, naming objects, memory

Find objects around the house that make a variety of sounds: jangling, ringing, scraping, buzzing, tinkling, or grating noises. Put them in a box and have the child guess the object by the sound. With two or three that are quite different at first. Then build up to those that are quite similar. Encourage the child to describe the sound as well as the name of the object. What does he remember about this sound? Where has he heard it before?

WHAT DO I HEAR, DEAR?

Sound discrimination, naming objects

The next time you have a few minutes with nothing to do, in the car, outdoors, anywhere -- have the child close his eyes and listen for sounds around him. This is an excellent game in detecting differences in sounds and also in vocabulary building in naming the objects.

Just sitting in the kitchen before supper would be a good place for this game. Consider the sounds: running water, removing ice cubes, stirring in a bowl, beating eggs, etc.

MOTHER, MAY I?

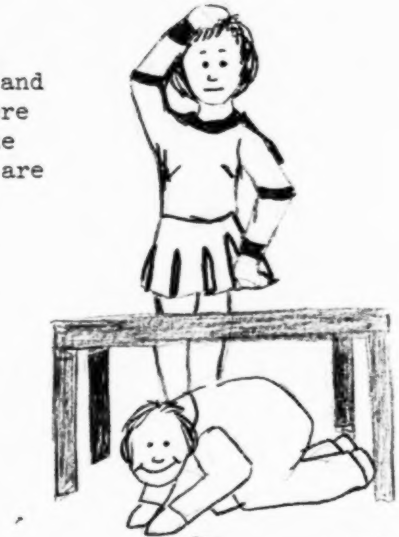
Listening practice in following 1 and 2 commands

The players stand behind the starting line facing the leader. The players move toward the leader by commands. "Take two giant steps" or "take three baby steps". The players must ask, "mother may I" or return to the starting line. The first player to the leader becomes the new leader until another player finishes the game.

WHERE ARE YOU?

sound discrimination, directionality

Usually two players are involved in this version of Hide and Seek. The first child hides, the second child says, "Where are you?" The child hiding makes some kind of noise. The leader listens to the noises and trys to tell where they are coming from.



SIMON SAYS

listening, body parts, right and left, 1 and 2 commands

The leader gives the instructions: "Simon says,.." touch your toes or raise your right arm." The leader continues other commands for the group. If any child follows the instruction without the "Simon says" then they are eliminated from the circle. The last one to remain in the game becomes the new "Simon."

GOING ON A TRIP

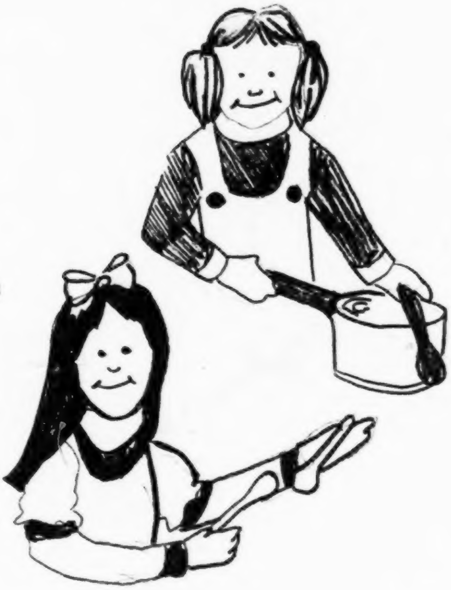
listening, objects, repitition, memory training

The first child says, "I am going on a trip and I want to take an apple, (or any object starting with A. The next child must repeat the sentence, adding a B item and the next uses a C item, and etc. through the group. A player is out if he forgets an item or says a wrong one. If only two or three are playing, when there is a mistake, then everyone must start over with A. This game involves good listening habits and memory training. Could be played in a car, on vacation, or as a party game.

BANDSTAND U.S.A.

rhythm, sound discrimination, imagination

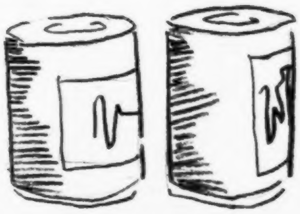
Have the child assemble materials for the band: pots, pans, spoons, pie plates, pebbles in a box, bells. Even water glasses can be filled to various levels to produce different notes on the musical scale. Children may prefer to keep time to a record, or "make their own music."



PONY EXPRESS GAME

listening, following commands, memory

Whenever possible send your child on errands. Start by sending a note and then one sentence commands. This can be followed by two or three items, or commands. Use your next door neighbor, neighborhood drug store or the children in the neighborhood may decide to make their own rules for delivery of notes around to the various houses.



GIANT SOUND CANS

sound discrimination, matching

Take two, four, or six giant oatmeal boxes or large plastic containers. Place similar objects in two boxes. Items to be used: marbles, blocks, cotton balls, macaroni, etc. Mix up the containers and have the child shake them and find the two containers that have the same sound.

TREASURE HUNT

sound identification

Send the child around the house looking for items that start with the "b" sound. (blocks, bags, bear, beans, box, bat, ball, etc.) Set a time limit. Discuss the items he has brought to you in the basket. Make up a story about a bear who .... Then change the sound and give the child a new assignment. Consult the Alphabet and Sound worksheets for help in this game.

PASSWORD

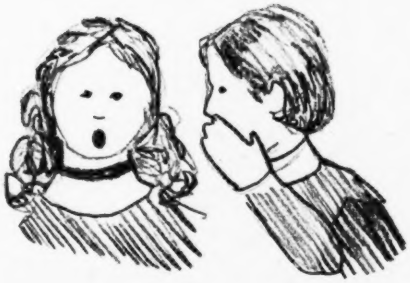
vocabulary, similarities, opposites

The players decide on the rules: whatever comes to your mind, opposites, animals, places, etc. The first child says a word and then the next child says whatever he is thinking. Then experiment with opposites and synonyms.

GOSSIP GOODIES

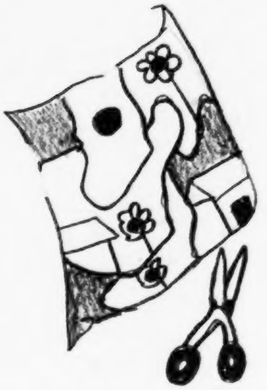
repitition, memory, listening

The leader whispers a message into the ear of a child who must repeat it to another child and around the circle. Finally the last child says out loud what the message is. What a surprise!



Good for parties. Have a special prize for the group if they do not distort the message significantly.

Reward them for good listening.



PICTURE PUZZLES

Visual attention, vocabulary

Make your own puzzles from the colorful magazine photos. Cut up the pieces and paste them on cardboard. Then the children can share and trade puzzles they have made, or give as presents.

Ask the child about his puzzles when he has finished. Ask him to tell you a story about the picture puzzle.

ALL THE WORLDS A STAGE

Allow the children to gather dress up materials and costumes to act out their favorite nursery rhymes: Three Little Pigs, Little Red Riding Hood, or Three Billy Goats.

Have the children sit in a circle and discuss the story line first. Who are the characters? What happens at the beginning? What props will they need? How does it end?

Then walk through the action. Have children make up their own dialogue. You may have to "coach" the shy ones.

Invite some mothers in for tea and remember: "The play's the thing."

LANGUAGE MATERIALS AVAILABLE THROUGH
THE TOY LENDING LIBRARY

County Board of Education Office
9 Westwood Drive
Marshalltown, Iowa 50158

LANGUAGE DEVELOPMENT

1 Books (children)
125 Books (parents)
200 Talking Story Books
300 Flannel Aids
400 Machines
500 Puppets
600 Puzzles
700 Phonograms
750 Records
900 Sequence
950 Miscellaneous

2~3's

Books available in the Toy Lending Library that are usually recommended for two and three year olds.

*7. Brown, Margaret Wise:	On Christmas Eve Child's Goodnight Book Goodnight Moon
14. Davis, Daphne:	Baby Animal Book
15. DeAnglei, Marguerite:	Book of Nursery and Mother Goose Rhymes
22. Flack, Marjorie:	Angus and The Cat Angus and The Ducks
40. Lenski, Lois:	Cowboy Small I Like Winter Davy's Day Now It's Fall The Little Auto The Little Train

* Numbers preceding authors refer to the author's number used in the Marshalltown Toy Lending Library, titles follow in alphabetical order in the file.

3-4's

Books available in the Toy Lending Library that are usually recommended for three and four year olds:

7. Brown, Margaret Wise:	Color Kittens The Golden Egg Book The Seashore Noisy Book The Summer Noisy Book
10. Ets, Marie Hall:	In The Forest Just Me Play With Me
24. Gag, Wanda:	Million of Cats
34. Kessler, Ethel & Leonard:	Do Baby Bears Sit The Chairs?
36. Krasilovsky, Phyllis:	The Very Little Boy The Very Little Girl
60. Schlein, Miriam:	Shapes
75. Webber, Irma E.:	Up Above and Down Below (2)
84. Buckley, Helen:	Grandfather and I

4-5's

Books available in the Toy Lending Library that are usually recommended for four and five year olds:

4. Beim, Lorraine & Jerold:	Two is a Team Smallest Boy In The Class
7. Brown, Margaret Wise:	Shhh, Bang Whispering Book
8. Beskow, Elas:	Pelle's New Suit
9. Burton, Virginia Lee:	Mike Mulligan & His Steam Shovel Katy and The Big Show
21. Fisher, Aileen:	Where Does Everyone Go?

Books, continued for four and five year olds.

28. Gramatky, Hardie:	Little Toot
40. Lenski, Lois:	Let's Play House
44. McCloskey, Robert:	Blueberries for Sal
53. Puner, H. W.	Daddies What They Do All Day
54. Rey, H.A. & Margaret:	Anybody At Home Curious George Gets a Medal Curious George Learns The Alphabet Curious George Goes To The Hospital
63. Seuss, Dr.:	ABC (2) And To Think That I Saw It On Mulberry Street (2) Green Eggs and Ham Happy Birthday to You (2) Horton Hatches the Egg (2) How The Grinch Stole Christmas (2) I Can Lick 30 Tigers Today (2) I Had Trouble in Getting To Solla Solllew (2) If I Ran the Circus (2) If I Ran the Zoo (2) My Book About Me McElligots's Pool (2) On Beyond Zebra (2) Scrambled Eggs Super (2) Sleep Book (2) Sneetches and Other Stories (2) The Cat In The Hat (2) The 500 Hats of Bartholonew Cubbins The King's Stilts Yertle The Turtle and Other Stories
71. Tresselt, Alvin:	Rain Drop Splash White Snow, Bright Snow

PARENT MATERIALS IN TOY LIBRARY ON LANGUAGE

Library Code No. Title Author Publisher

134,135 Baby Learns To Talk by Donald F. Maietta and Don Glen Sandy, Boston University. Publishers: Stanwix House, Inc., Pittsburgh, Pennsylvania. 1969.

"A very valuable and unique guide for understanding and encouraging language developing in young children." (Dr. Blatt, Boston University.) This is a picture or story book for young children about language and the process of talking. Written from the child point of view and the parents.

136-38 The Child Who Is Hard of Hearing, Children's Bureau Folder No. 36 - 1952. Reprinted in 1970. Order: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $.15.

Two case histories. The Story of Mary's ear infection and how the complications affected her hearing. Tommy didn't talk at three. His hearing was damaged through German measles when his mother was pregnant. Show value of special help during the preschool years.

139-42 The Child With A Speech Problem, Children's Bureau Folder No. 52, - 1964 reprinted 1969. $.25. U.S. Printing Office, Washington, D.C. 20402.

Discusses language development principles from crying, babbling to talking first words and hearing. Some of the speech problems introduced: articulation problems, stuttering, voice problems, retarded speech development, hearing problems, cleft palate, and suggestions to help the child with these speech problems.

143-45 The Child With A Cleft Palate, 1969. U.S. Government Printing Office, Washington D.C. 20402, $.10.

Describes cleft palate and cleft lip and different ways of treating this particular problem by parents and professionals.

146 The First Big Step, A handbook for parents whose child will soon enter school. Published by National School Public Relations Association, 1966. $1.00 Stock No. 411-12674. Above publisher at 1201 Sixteenth Street, N.W., Washington D.C. 20036.

Describes various readiness activities before school: friends, school, trips, family, sensory awareness, basic skills (cutting, pasting) books, food health and safety.

LANGUAGE MATERIALS IN TOY LIBRARY

147-50 Developing Your Child's Skills and Abilities at Home, Parent Handbook. Published by Priority Innovations, Inc.. P.O. Box 792, Skokie, Illinois 60076, 1968.

Discusses importance of attitude, language comprehension, sensory development, arithmetic concepts, motor coordination, spatial relationships, auditory and visual memory. Included activities and games for parent and child involvement.

151 For The Parents Of A Child Whose Speech Is Delayed by R. Corbin Pennington and Elizabeth James. Order from The Interstate Printers and Publishers, Inc., Danville, Illinois.

Excellent presentation of the role of parents in language development. Part I Speech and The Home; Part 2 How Speech Is Learned, The Beginning of Sounds, The Beginning of Words; Part 3 Definition of Delayed Speech, causes of delayed speech; Part 4 Preparing The Child For Speech, Speech Readiness and What Parents Can Do. Bibliography.

152 How Children Learn To Speak, Maurice Sklar, 1969. Published by: Western Psychological Services, Publishers and Distributors, 12031 Wilshire Boulevard, Los Angeles, California 90025.

Complete Handbook for parents 51 topics from babbling to voice therapy. 53 pp. Bibliography.

153 Helping Your Child To Better Speech. A work-study project, Black Hawk-Buchanan, Clinical Speech Services.

Discusses how speech grows in children, why some children have trouble, articulation, ways to help with sounds, voice problems, the specialist, stuttering and the school.

154 Helping The Child To Listen and Talk by Joan Sayre, 1966. Order: The Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

Designed to give parents and teachers a better picture of the child with a speech and hearing problem and offers practical suggestions for helping the disorder.

155 Learning To Talk. Report of the Subcommittee on Human Communication and its Disorders, 1969. Order: Information Office, NINDA, National Institute of Health, Bethesda, Maryland 20014.

Topics: The Child In Trouble, What Is A Communication Disorder, How Is Sound Involved In Talking, How Do Children Become Able to Talk, What May be Involved If Your Child Has Trouble, Learning To Speak, The Wise Parent Is A concerned Parent.

Language Materials in Toy Library

156 Language Through Songs. Molly McCormick and Jean Osborn. Distributed by University of Illinois Press, Urbana, Illinois, 61801. Bereiter-Engelman program for pre-school and kindergarten children.

Lyrics and music for various types of songs: action language, reading, arithmetic and recreational.

157-171 Teach Your Child To Talk. Grand Rapids Michigan Staff of Developmental Language and Speech Center. Order: CEBCO/ Standard Publishing Company, 104 Fifth Ave., New York, N.Y. 10011.

This handbook, divided into seven pre-school age groups, is an excellent overview of language development from birth to 5 years. Age groups: Birth to 6 months; 6 - 12 months; 12 - 18 months; 18 - 24 months; 2 - 3 years; 3 - 4 years; 4 - 5 years.

172 The Preschool Child Who Is Blind. Children Bureau folder no. 39 - 1953 revised 1968. U.S. Government Printing Office, Washington D.C. 20402. $.20.

How to cope with blindness in your pre-school child. Good mental and emotional health is stressed along with analysis of how the blind child learns from his other senses and the importance of friends and playmates, during these early years.

173-76 Your Child From 1 - 6 . Children Bureau Publication No. 30 - 1962. Reprinted 1970. Order: U.S. Government Printing Office, Washington D.C. 20402. $.20.

Complete pamphlet aimed at helping parents understand how children develop from birth to six. The aim is to give these parents confidence in their own ability to cope with their own problems during these early and difficult years.

177-79 Your Pre-School Child's Eyes. Children's Bureau Folder No. 54 - 1964. Price $.15. U.S. Government Printing Office, Washington D.C. 20402.

Topics include the need for vision testing by the age of three; benefits of early treatment; warning signs that may mean visual problems and what to do in case of an accident or injury to the eyes ..

200 TALKING STORY BOOKS

These talking story books are regular picture books for three to five year olds, accompanied with a 33 rpm record. The recording tells the story and the child can follow the pictures or the words. These books are especially appealing to fours and fives if they have their own phonograph.

Charts of all the series titles are available in the Library with a place for "stars" when the child has finished a book. Want to try some behavior modification with reading readiness?

Examples:

215 Harry The Dirty Dog
217 If I Drove A Truck
219 Lentil
220 Little Bear's Pancake Party
223 Mother Goose Rhymes
225 My Dog Is Lost
227 Noisy Nancy Norris
230 Song Of The Swallows
238 What Do You Say, Dear?

300 FLANNEL AIDS

Flannel aids are materials -- mostly pictures that are backed with felt or made of felt and stick to the flannel board surface. These aids include stories to be illustrated on the board and narrated by the child, object recognition, colors, personal habits.

Suggestions for 2 - 3's

307 Goldilocks and The Three Bears
308 Little Red Riding Hood
310 Members Of The Family
311 Mother Goose Rhymes
319 We Dress For the Weather

Suggestions for 3 - 4's

304 Community Helpers
305 Farm Animals and Babies
312 My Face and Body
320 When I Grow Up
321 Zoo Animals

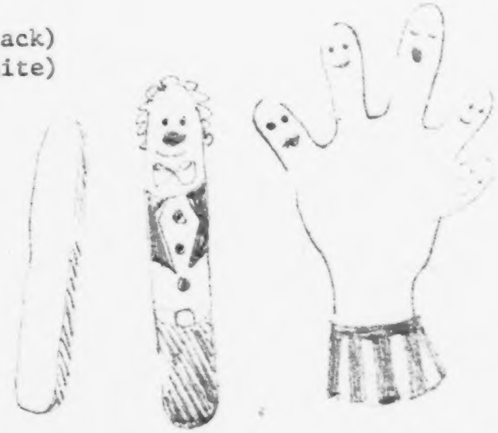
Suggestions for 4 - 5's

306 Ginger Bread Boy
313 Opposite Concepts
315 Rhyming Pictures
302 Color Recognition

500 PUPPETS

Puppets of all sizes and shapes are available in the library; cardboard, cloth, plastic, rubber and even some talking puppets. Using the puppets with your child encourages language activities in many areas: dialogue, characterization, stimulates the imagination, uses their skill with language and challenges their creativity. Many of the patterns can be copied and you and your child can make your own puppets.

Cardboard:	501	Animal face puppets
	509	Family face puppets (Black)
	510	Family face puppets (White)
Plastic, Cloth:	506-508	Dog puppet
	514-515	H.R. Pufnstuf
Talking:	519	Bernardo
	520	Larry the Lion
	521	Maurice Monkey
Hard Rubber:	523	Whale Puppet
	524	Wolf puppet
	525	Dragon
	526	Frog



600 PUZZLES

Puzzles ranging from one piece to 30 or 40 pieces are available in the library. Most numbers and names of puzzles contain the number of pieces, i.e., 635 Polar Bear 8 p means 8 pieces.

Beginning puzzles: 1 Piece in a wood tray, 4 items
605 Difference Puzzles: Apples
606 " " Boats
607 " " Chickens

Playskool word puzzles for beginners;

624 Birthday party 3p
625 Birds 3p
626 Colors I See 4p
627 I Learn to Draw and Paste 4p
628 Milky Way 4p
631 For My Bath 4p

For the child who has mastered these 3 and 4 piece puzzles;

633 Hippo 7p
635 Polar Bear 8p
636 Lion 9p
637 Little Boy Blue 11p

More difficult puzzles:

639 Little Red Riding Hood 13p
645 Farm 15p
649 Ten Little Indians 19p
650 Police Car 18p
651 Truck 18p

School age puzzles:

614 Life Cycle Of A Frog
617 Solar System
619 Tropical Fish
620 United States
622 World Map

Fun with colors and shapes for school age:

661 Brain Drain
662 Square Where
663 Block Shock
664 Checkle Heckle

750 RECORDS

Record albums available cover a variety of subjects: stories, classics, popular songs and stories, nursery rhymes, rhythm records, dance and songs to sing. Tapes are included in this section.

Favorites:

750 Captain Kangaroo
752 Dumbo
773 Pinocchio
782 Sleeping Beauty
787 Three Little Pigs
790 Winnie The Pooh

Tapes: Sounds I Can Hear
783 Farm In The Zoo
784 House
785 Neighborhood
786 School

Large story books with record. Six stories.

761-765 Little Golden Books and Records

Motor skills:

751 Coordination Skills
756 Indoor Play For A Rainy Day
768 Music To Dance To

Songs To Sing:

758 Let's All Sing Like the Birdies Sing Record
759 Let's Sing Together
778 Romper Room
780 Sesame Street

900 SEQUENCE

This section covers basic 4 piece puzzles that helps the child see a pattern or sequence of events. What comes first? Next?

These basic sequence puzzles can be started with some 2 and 3 year olds. Arranging the pieces is not difficult (squares) but the order of pictures in important.

Examples:

902 Baking a Cake
903 Blowing A Balloon
904 Brushing Teeth
905 Combing Hair
912 Seasons

Stories:

906 Hickory Dickory Dock
907 Humpty Dumpty
908 Jack and Jill
911 Miss Muffett

950 MISCELLANEOUS

Miscellaneous language activities that do not specifically belong in any other category may be found here. Usually the activity involves language related activities.

950-52 Classification Game

This box of materials will build a pet shop, home, or bedroom, and a little child's room. Then a variety of items are available. Where does it belong? Where does the cat belong? Where would you put the little girl's doll?

953-54 Fun With Rhymes
958 Objects That Rhyme

These games encourage matching words or pictures, or real objects that rhyme. Good practice in working with sounds and hearing similarities and difference in sounds. Pre-reading skill.

SPECIAL SERVICES AND AGENCIES THAT PROVIDE SPEECH TRAINING FOR PRESCHOOL CHILDREN

1. Vision and hearing should be checked by age three if there are any questions in regard to development . Check the hearing loss checklist found in your notebook. If you notice that your child has Many of these behaviors present, his hearing should be checked. Either call your local school, or the County Superintendents Office, phone number 752-1578.

   Vision can be checked by your optomistrist, or free clinic sponsored by local civic or social clubs. Check your local newspaper for announcements usually in the spring.

2. All speech handicapped children will be eligible for the new home stimulation project to begin in the fall, 1972, in Marshalltown. A home specialist will work with parent and child in the home on a weekly basis as soon as the handicap has been identified. For more information, contact: John Montgomery, Director, 752-1578.

3. Other information can be received by writing to your State Department of Education regarding special services. National organizations also disseminate information. The American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, Md. 20014 provides a list of publications and reprints of articles. The National Association of Hearing and Speech Agencies, 919 - 18th Street, N.W., Washington D.C. 20006 answers inquiries from parents and send out information kits, and publishes journals for parents and professionals.

ABC's

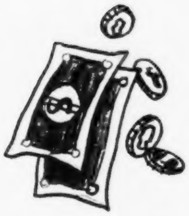
ALPHABET AND SOUND WORKSHEETS

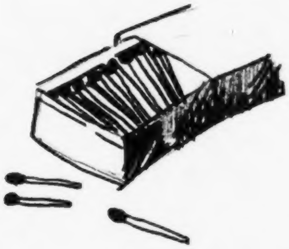
The pictures on the next few pages will provide not only an opportunity to hear and practice all of the different speech sounds, but they can also be used for vocabulary and language development.

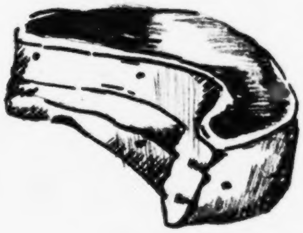
1. Name each picture on the top half page. Give your child the opportunity to repeat the name of each picture. Take time to talk about the pictures and relate them to your child's experience. For example, while looking at the picture of the milk carton, you might show him where we keep the milk.
2. Children enjoy games and easy riddles and the pictures can be used for this purpose. For example, you might choose the pictures of the bear and say, "I see something that we can see at the zoo. What is it?" Give your child the opportunity to make up riddles also.
3. After you have finished the several sounds that your child has mastered, he might enjoy finishing his own picture book. Old magazines and catalogues provide a wealth of materials for this purpose. Let the child paste pictures on the bottom half of the page matching the sound on that page.

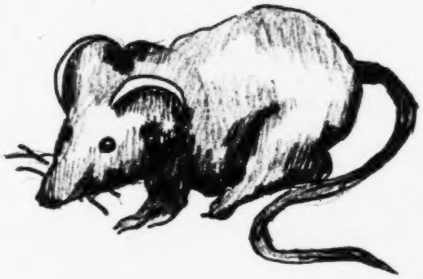
The following pictures are representative of the various sounds we make. The sounds begin with the earliest consonants sounds. The number in parenthesis suggests the average age at which children have mastered the sound listed.

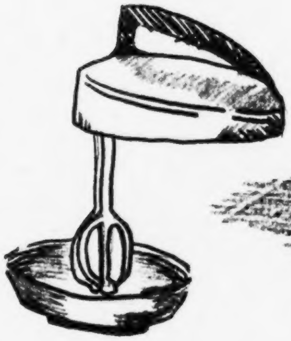
Remember that many children will have mastered all the sounds by age 4 or 5; but the average age at which a child may master a more difficult sound such as "z" or "wh" is 7 or 8 years of age.

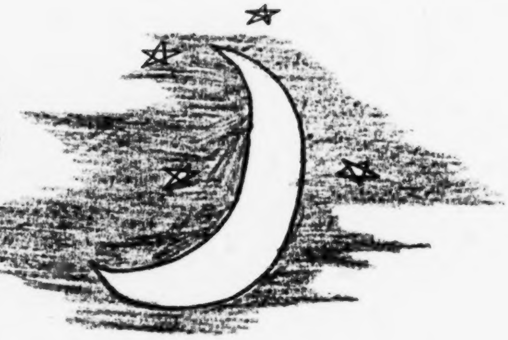




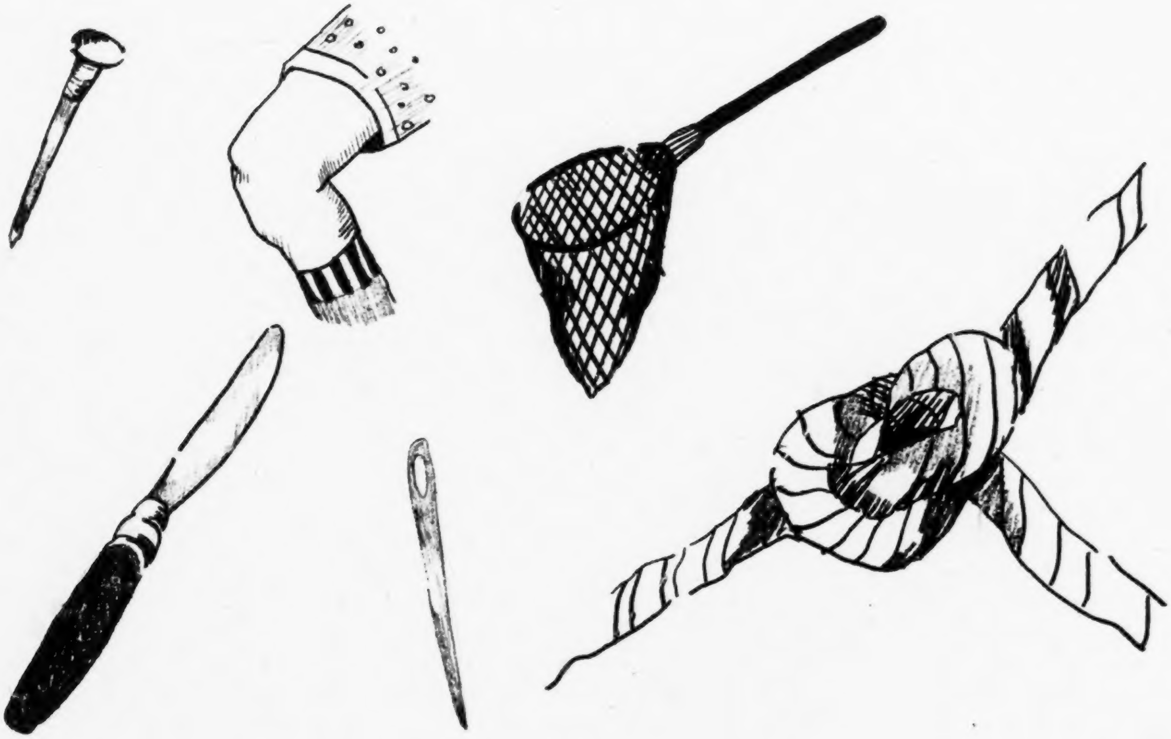




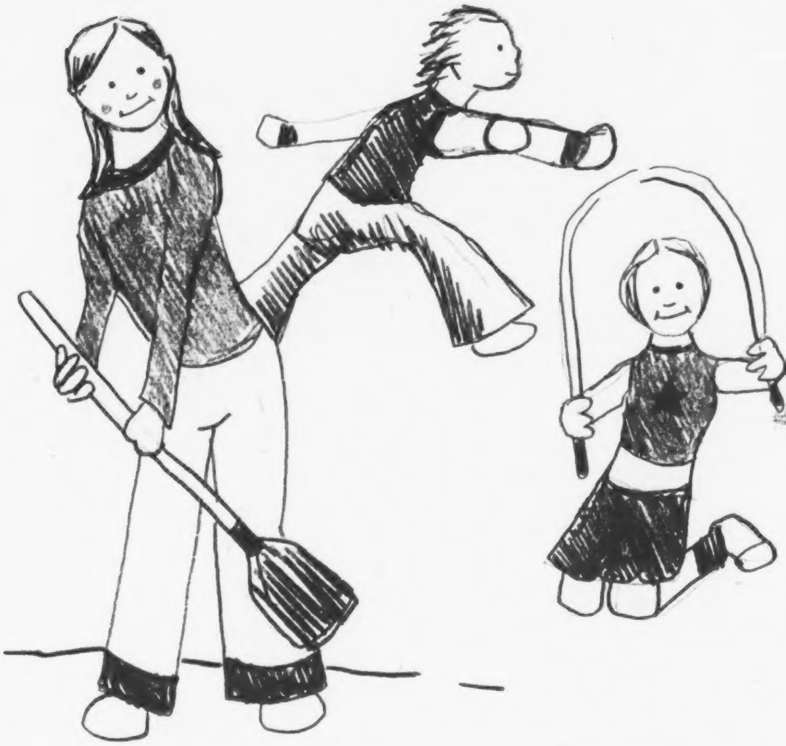


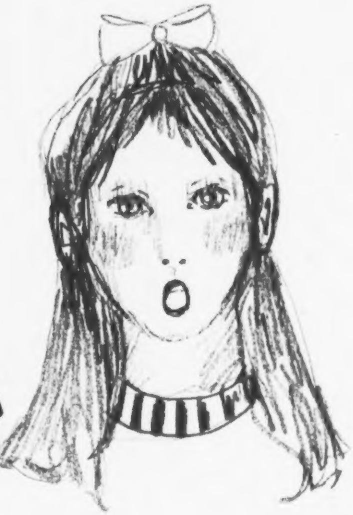


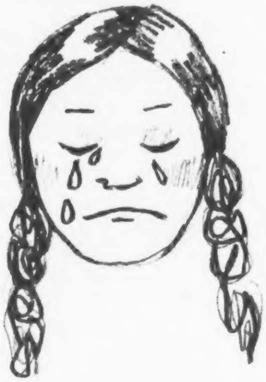
Paste other pictures here that have the "mmmmmmm" sound:
(3 yrs.)



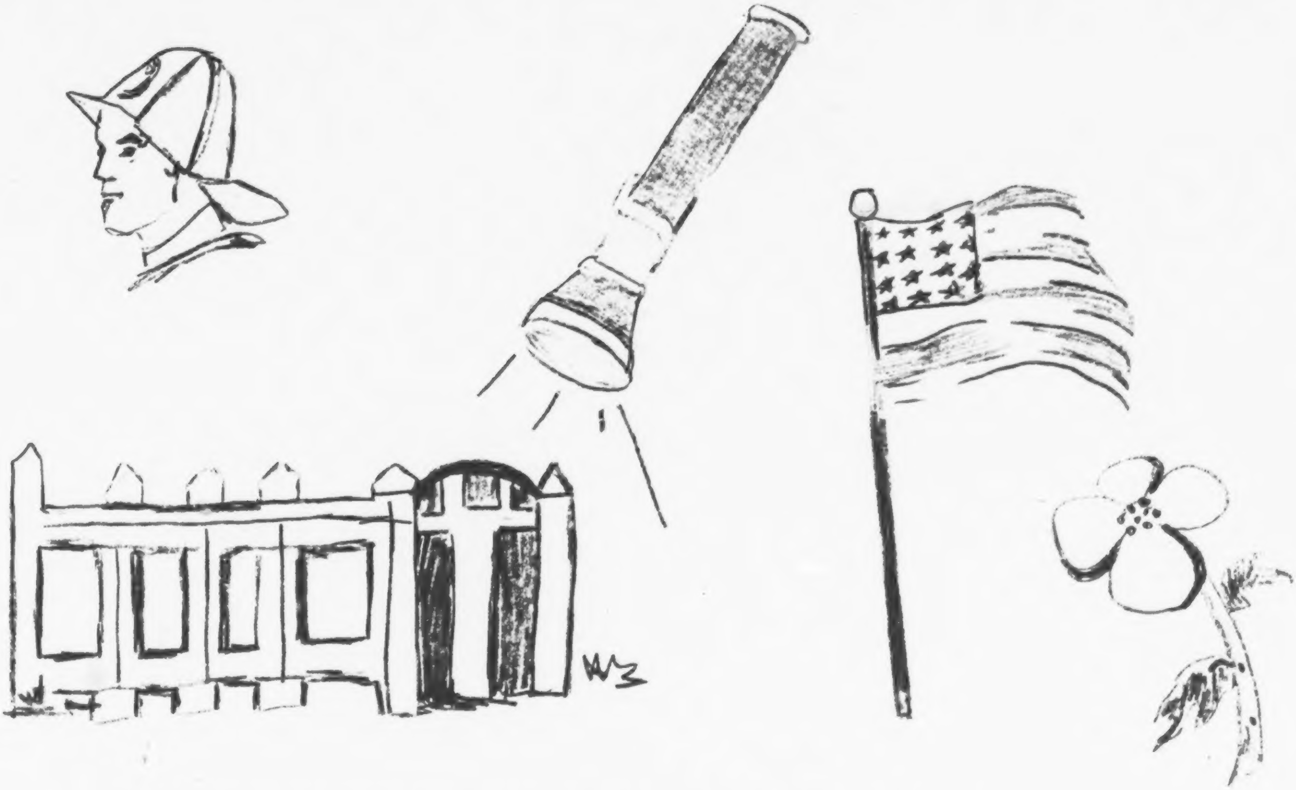
Paste other pictures here that have the "nnnnnn" sound:
(3 yrs.)



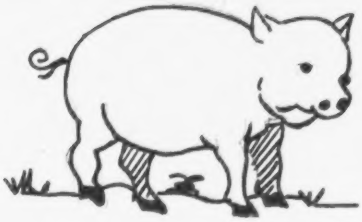


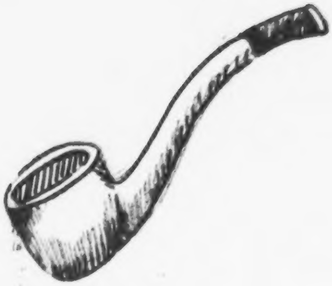


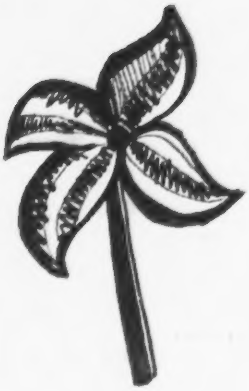
Paste other pictures here that have the "ng" sound. (3 yrs.)

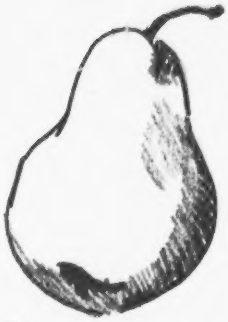


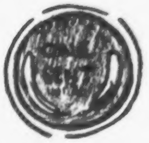
Paste other pictures here that have the "f" sound: (3 yrs.)

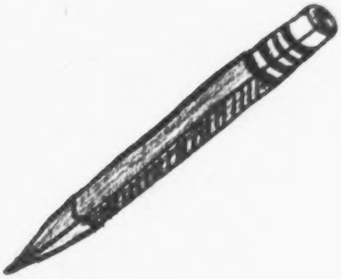




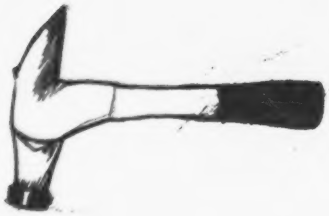
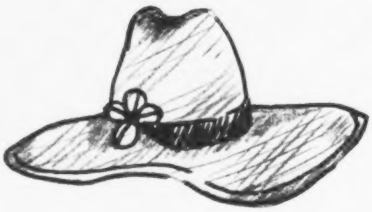
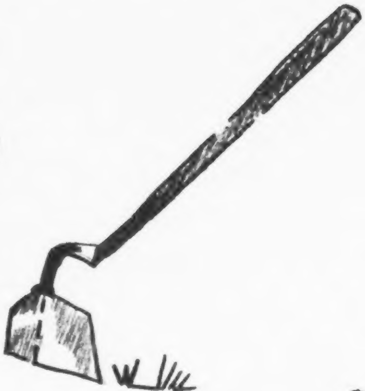
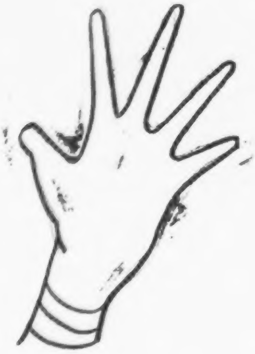
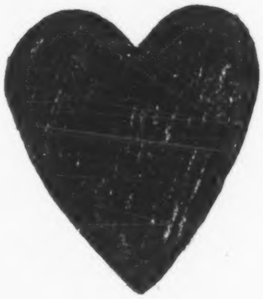
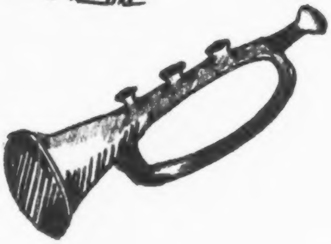








Paste other pictures here that have the "p" sound: (3 years)

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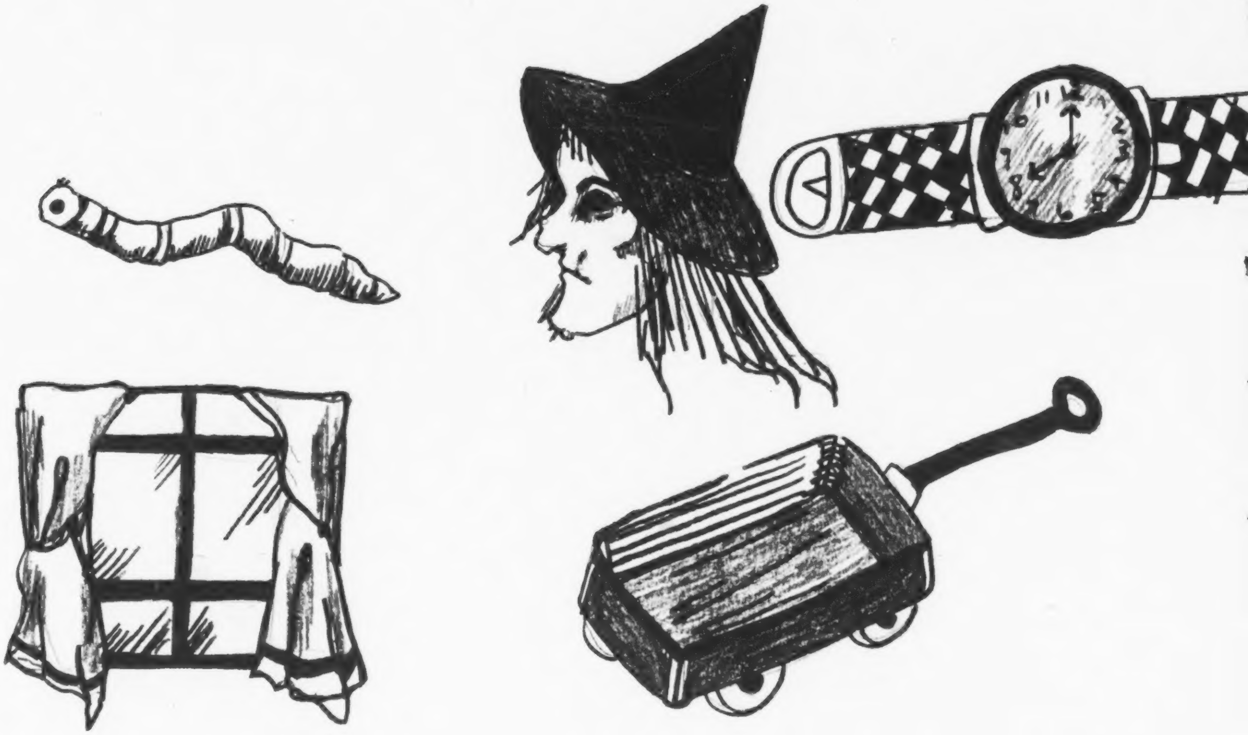
(3 yrs.)



Paste other pictures here that have the "w" sound:
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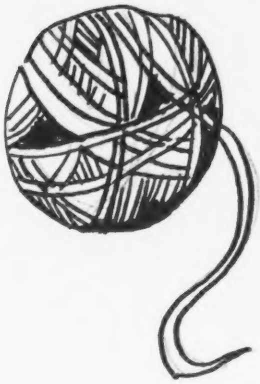

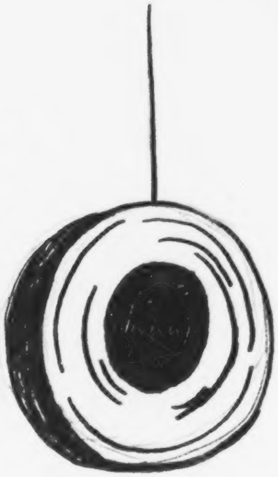

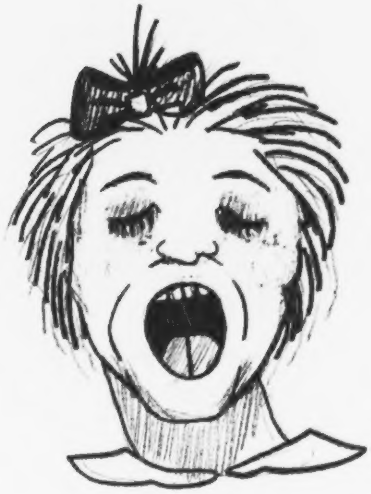

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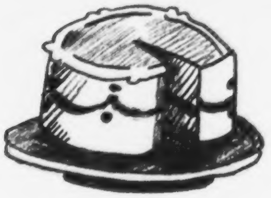
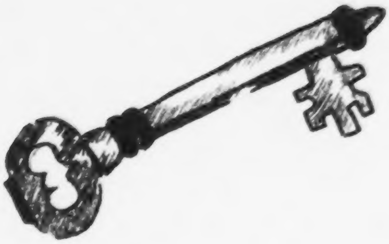
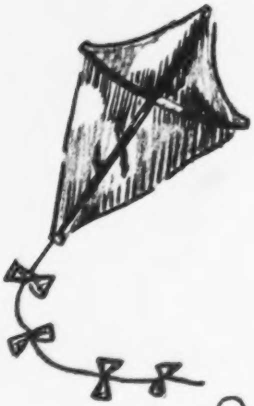
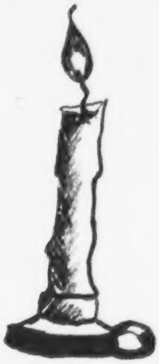
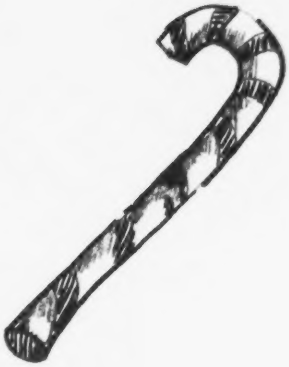
(4 yrs.)

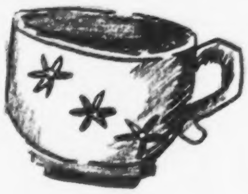


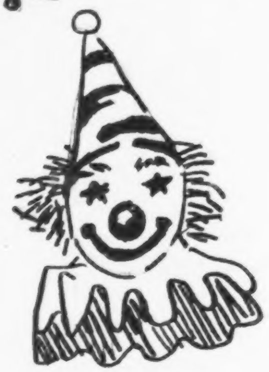












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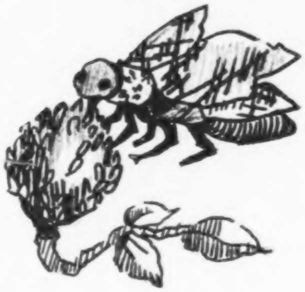
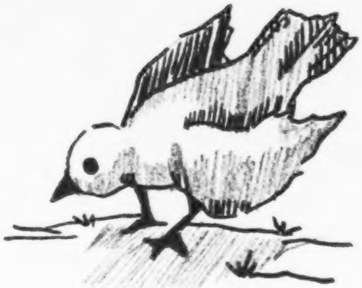
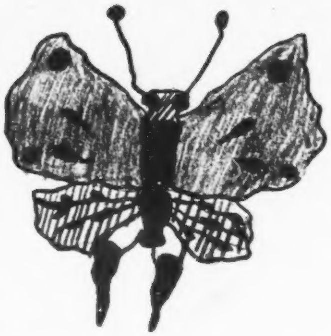
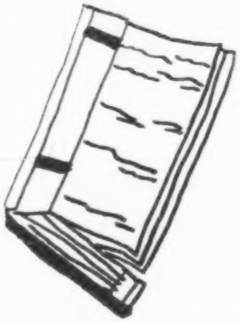
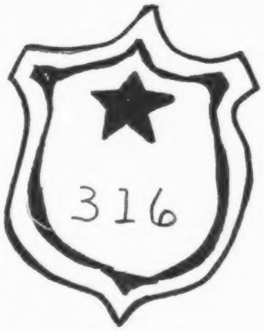
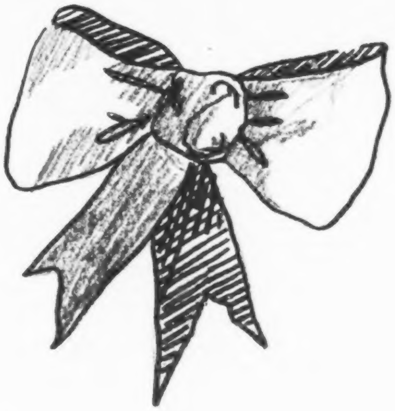




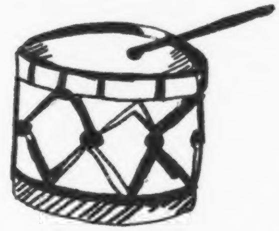


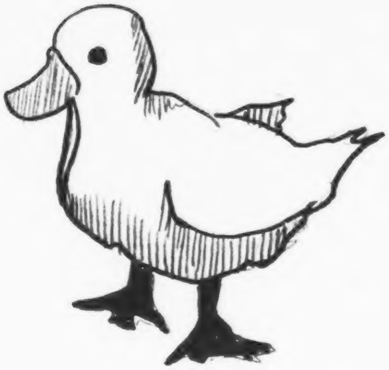


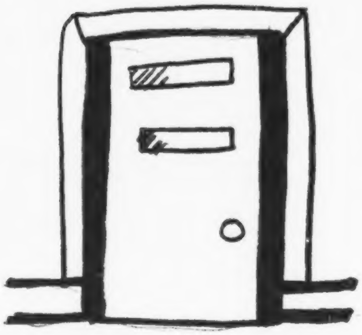


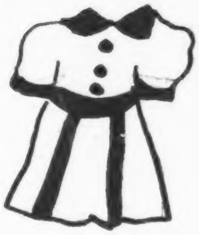


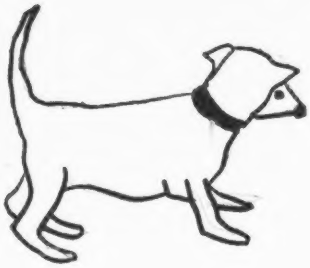
Paste here other pictures that have the "b" sound:
(4 yrs.)











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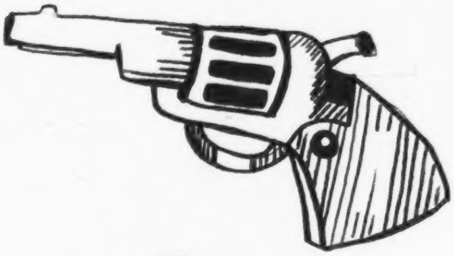

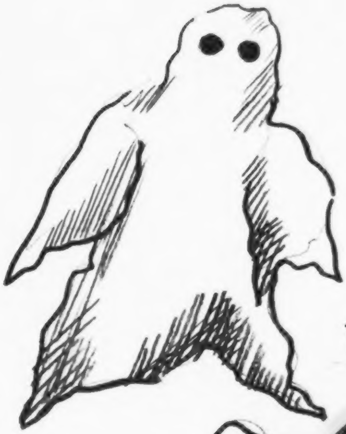

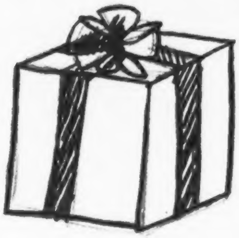

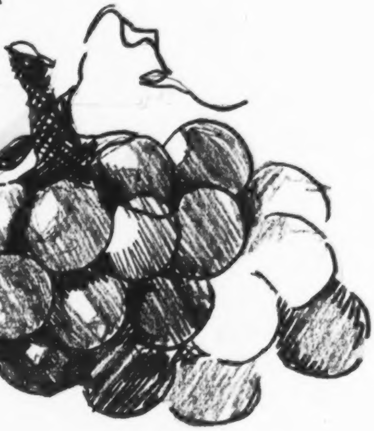

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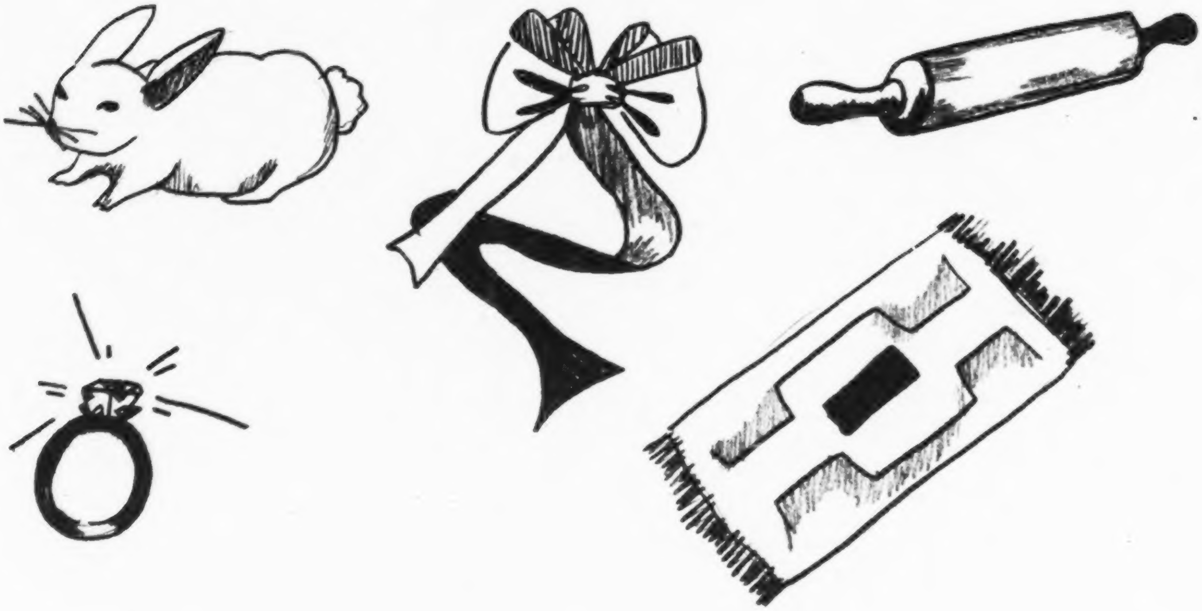

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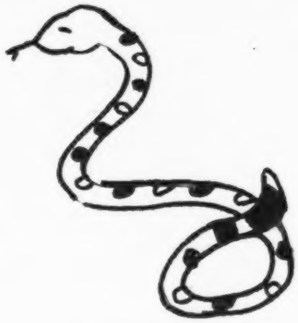
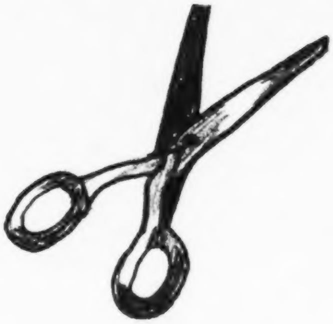
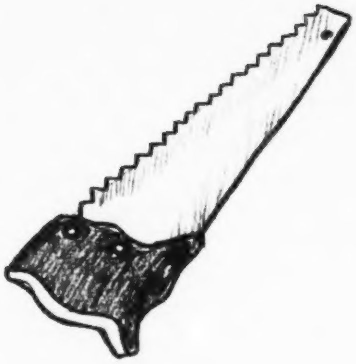
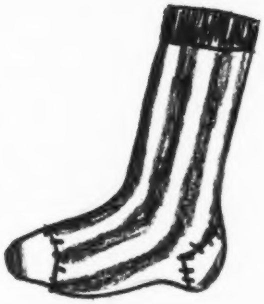
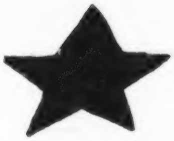
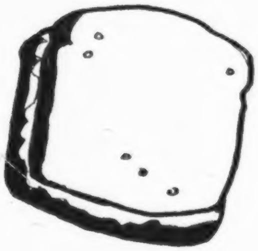

Paste other pictures here that have the "ssssss" sound:
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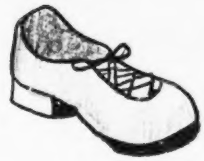

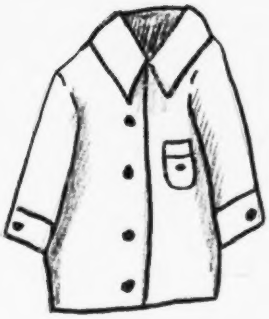

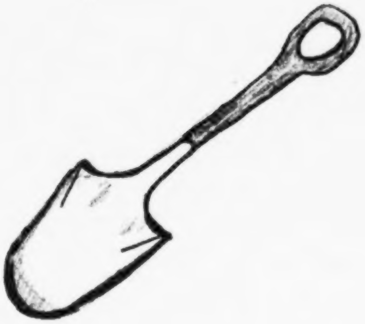

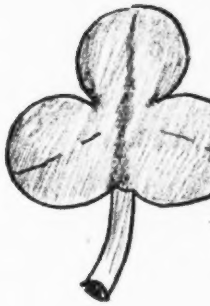

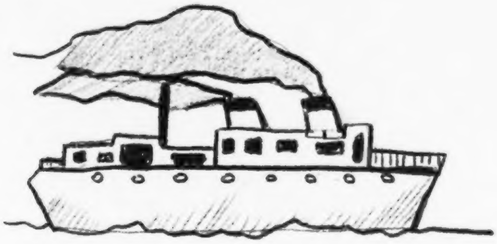

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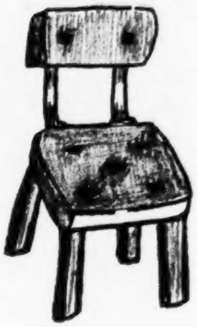

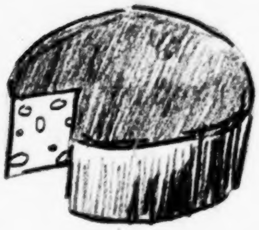

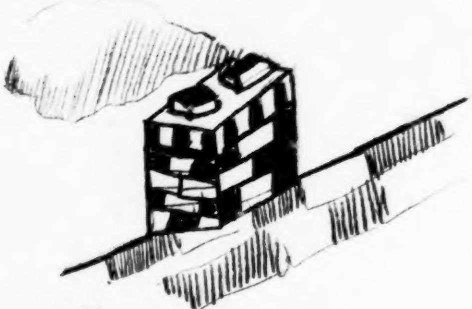

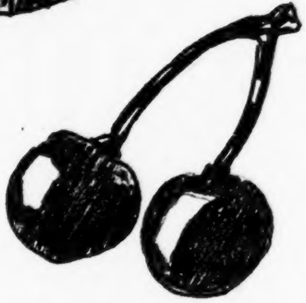

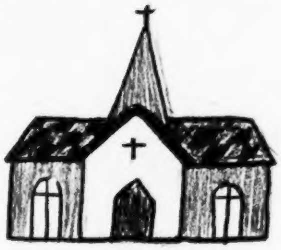

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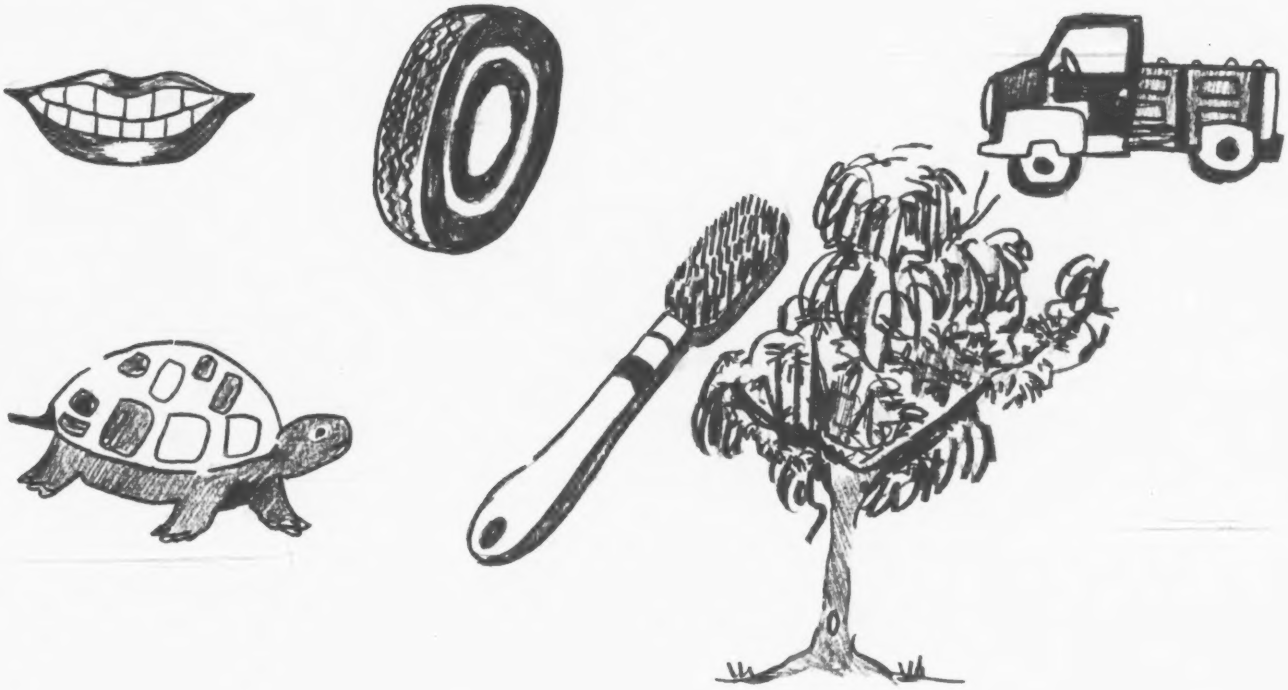
(4½ yrs.)



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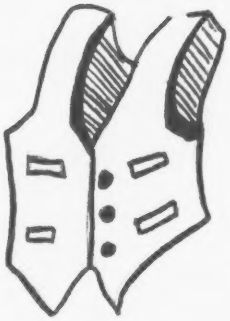

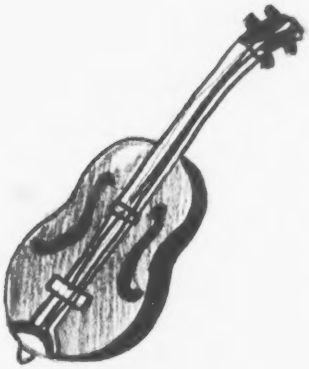

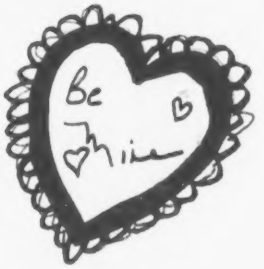

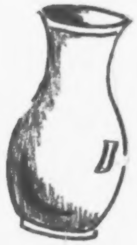

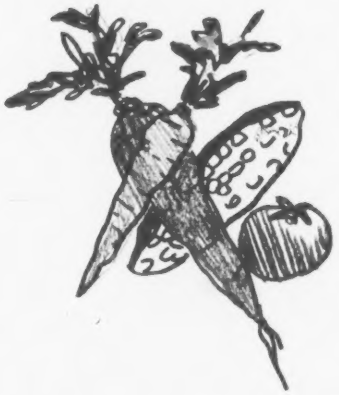

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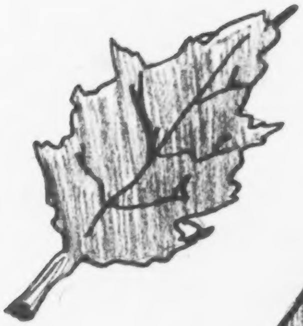
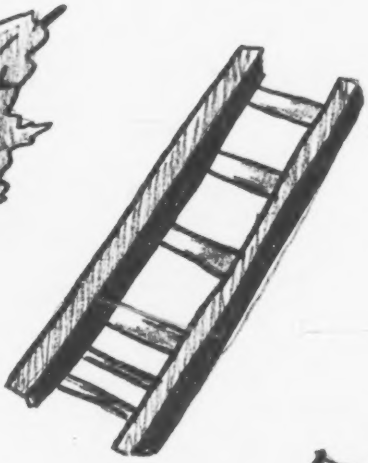
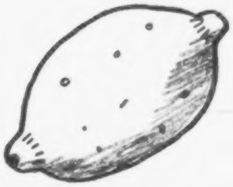
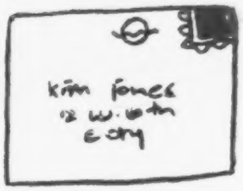
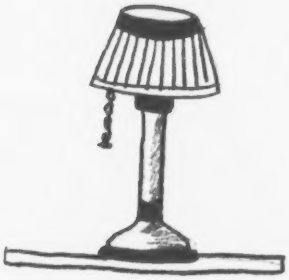
(6 yrs.)

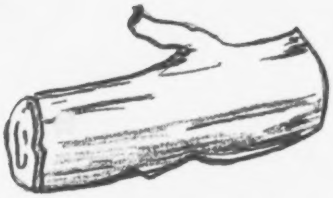







kim jones
12 w. 10th
city





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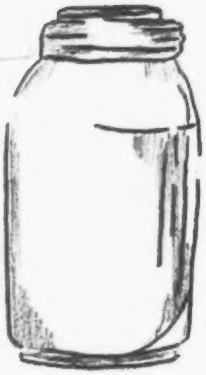
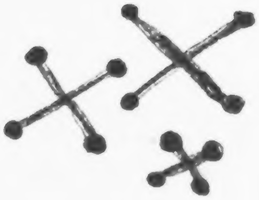
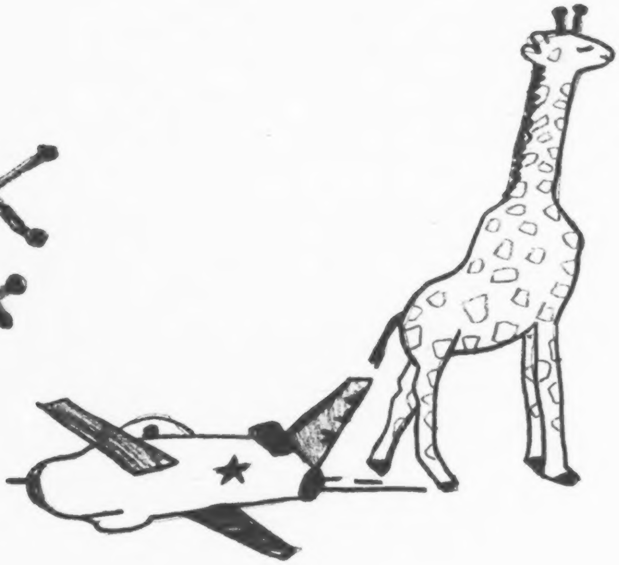
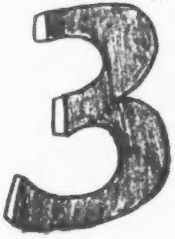
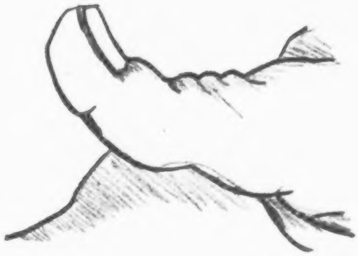


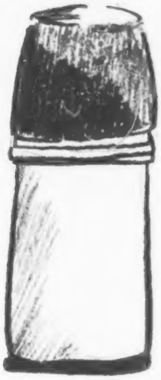


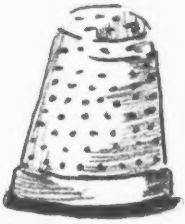


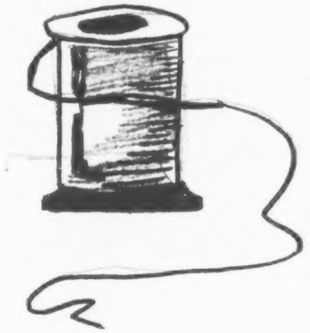
Paste pictures here that have the "j" sound:
(7 yrs.)



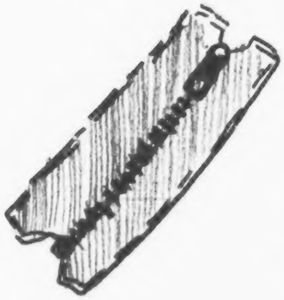


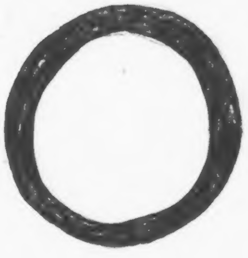


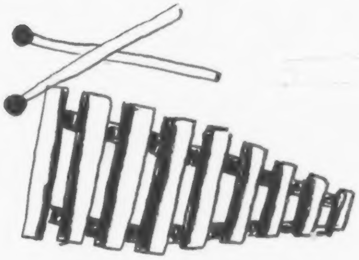


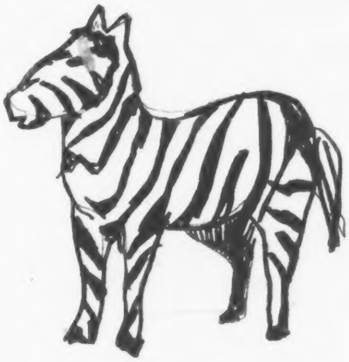


Paste other pictures here that have the "th" sound:
(7 yrs.)

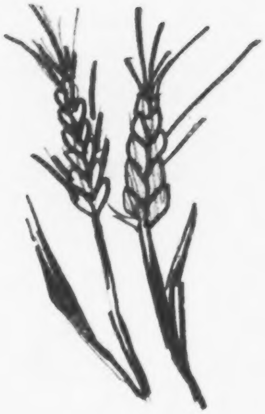


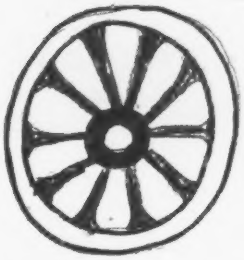


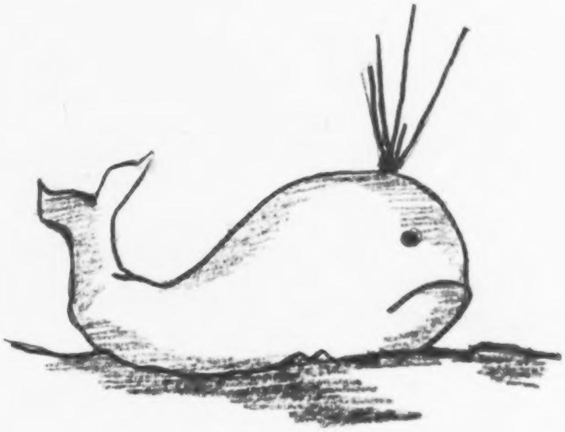


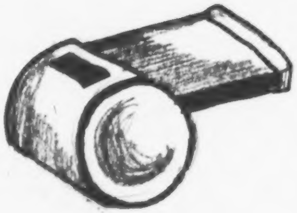


Paste other pictures here that have the "z" sound:
(7 yrs.)









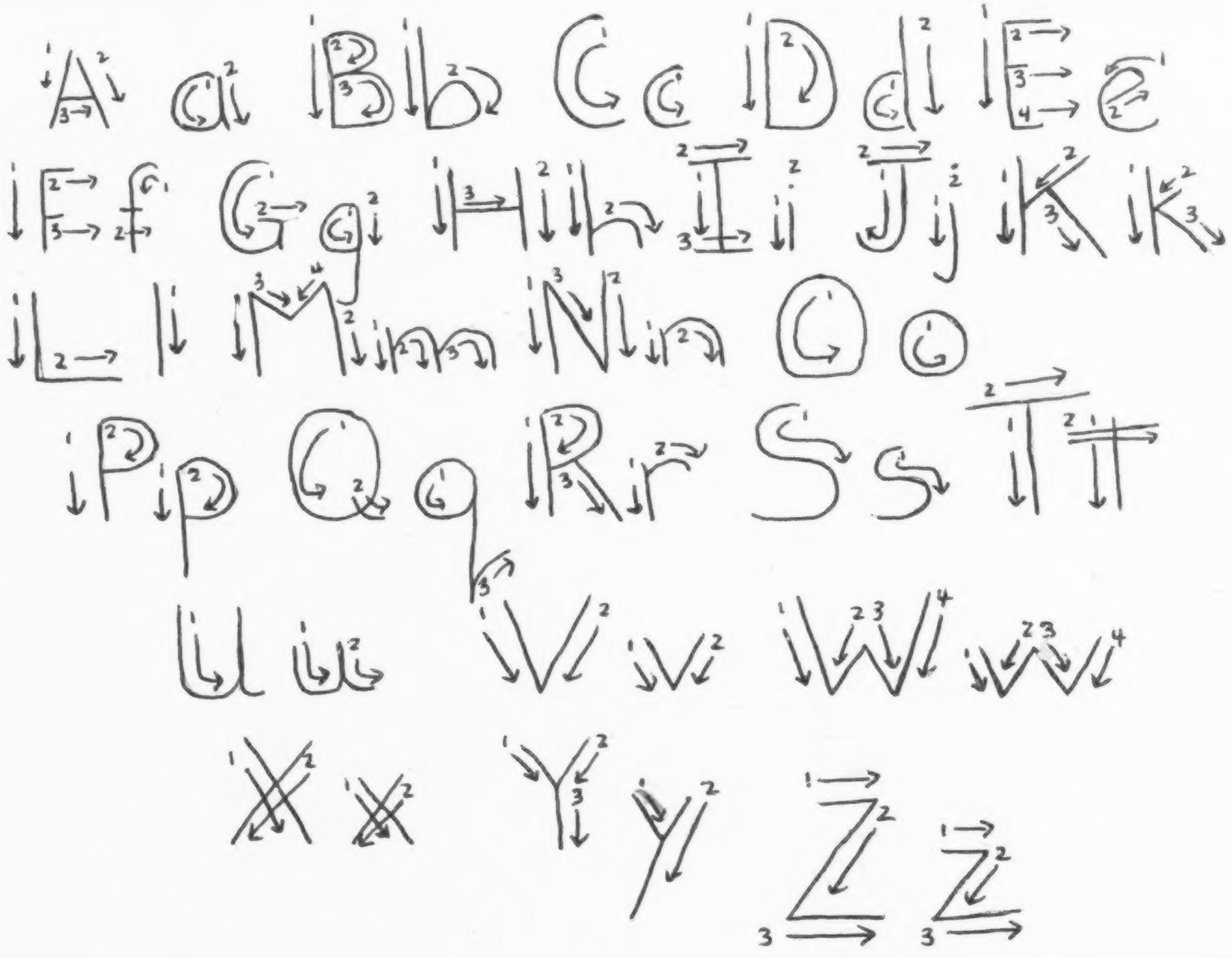
Paste other pictures here that have the "wh" sound"
(8 yrs.)

WRITING THE ALPHABET

If your child is interested in writing his name or learning about the alphabet this chart will suggest the way letters are taught in school.

Most pre-school teachers suggest that the child learn to write his name, capitalizing the first letter and using all other small letters for his name.

Notice the left to right progression of lost letters:



BRAINTEASER

Mark the following statements as true (+) or false (0) in the blank provided.

_____ 1. It is important to improvise and read expressively to a young child.

_____ 2. Early learning begins with a child's watching, feeling, and listening to the things around him.

_____ 3. Other than crying, the first sounds a baby makes will consist of comfort sounds, appearing from two to six months.

_____ 4. Many articulation disorders could have been prevented.

_____ 5. Sound errors are normal and should be expected between two and three years.

_____ 6. School speech therapists solve speech problems rather than prevent them.

_____ 7. Parents should physically and vocally help their children build imitation skills.

_____ 8. When your child is with you, you should talk out loud about what you are doing.

_____ 9. A lack of voice inflection patterns may be a symptom of a hearing loss in preschool children.

_____ 10. Poor speech discrimination is the inability to distinguish between words such as "pad, bad and mad."

_____ 11. Only 20% of all children between 2 and 6 show hesitations and repetitions at times when talking.

_____ 12. The combination of words and gestures will help a child understand what his parents mean.

_____ 13. Associating speech and language with satisfying experiences is important.

_____ 14. Parents should occasionally use errors themselves to demonstrate self-correction.

_____ 15. At three months, the child begins his career of babbling which evolves into imitation of adult noises by the first birthday.

______ 16. The rudiments of language are obtained in the first 24 months of life.

______ 17. If a child is born with poor listening ability, he cannot improve his skill by practice.

______ 18. Hearing refers to the ability to understand and interpret meaning in daily speech.

______ 19. What a child imitates will be largely determined by what he sees, and hears, i.e., his responsive environment.

______ 20. Parents are a child's speech model for articulation and fluency.

WOODEN TABLE BLOCKS

GAME I

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks number 1 to 10. The largest block is ten times as tall as the smallest. The other blocks are the units between 1 and 10.

PURPOSE: To help the child learn two size relationships -- tallest and shortest.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. To begin the game, you should have one each of the blocks (#1 to 10) in front of you.

NOTE: There are no duplicate blocks in sizes # 7, 8, 9, and 10. Put the other blocks aside. Take blocks number 1, 5, and 10 - stand them vertically on the floor or table in front of your child asking,

Q: "Which block is the tallest?"

3. If the child chooses the block that is the tallest,

C: say, "Yes, that block IS the tallest."

I: 4. If your child points to a block that is not the tallest, say, "You have picked the middle-sized block (or the shortest block). Find a block that is the tallest. If the child still does not choose the tallest block, say, "You have picked the shortest block (or middle-sized block). This is the tallest block" (pointing to the tallest #10 block.)

WOODEN TABLE BLOCKS, GAME I, (CONTINUED)

5. Change the blocks to number 2, 6, and 9. Say,
Q: "Find the block that is the shortest." If he chooses
C: the shortest, tell him, "Yes, that block is the shortest.
Now which one is the tallest?"

   If he picks one that is not the tallest, say, "You have picked the middle-sized (Or the shortest) block. This block is the tallest." (pointing to the tallest block)

6. Constantly change the blocks so that your child is working with different lengths. To make the game more difficult, use blocks that are closer in length, such as: numbers 6, 7, and 8.

WOODEN TABLE BLOCKS

GAME II

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks number 1 to 10. The largest block is ten times as tall as the smallest.

PURPOSE: To help the child learn size relationships ... taller and shorter.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. After the child has played Game I several times or seems bored, begin Game II.

2. Allow the child free play. Then begin to play the game by placing one, each, of blocks 1-10, vertically on the floor in front of your child. Pick up the # 3 block and say, "Find a block which is taller than this one." Hand the child the # 3 block. Q:

3. C: If your child chooses a block that is taller, say, "Yes, this block (point to the one he has chosen) is taller than this one" (point to the # 3 block).

4. I: If your child chooses a block that is shorter, say, "You have chosen a shorter block than this block (point to the # 3 block). Now find a block that is taller.

5. Q: Pick up another block (for example, the # 5) and say, "Now, find a block that is shorter than this one."

6. Continue the game until the child seems bored, or until he understands the meanings of "taller and shorter."

WOODEN TABLE BLOCKS

GAME III

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks number 1 to 10. The largest block is ten times as tall as the smallest.

PURPOSE: To help the child learn size relationships ... THE SAME SIZE.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. This game should be played with the child after he has completed Games I and II, or when he seems bored.
2. Allow free play.
3. Place all the blocks beside you to begin the game.
4. Place two # 3 blocks, a # 1, and # 5 block vertically in front of the child.

CAUTION: There are no duplicate blocks in sizes # 7, 8, 9,
& 10. Hand him one of the # 3 blocks and say, "Find
Q: a block that is the same size as this one." If he
points to the same-size block (a # 3 block), say, "Yes,
C: these two blocks are the same size."

5. If he points to a different size block, say, "You have
I: picked a taller (or shorter, as the case may be) block
than this block. Try again to find one that is the
same size."

6. Change the blocks to one # 2, one # 6, and two # 4 blocks. Continue the game as in the instructions below. The game may be made more difficult by choosing blocks that are close together in length (for example: # 4, # 5, & # 6 blocks).

NOTE: Your child should not go on to Game 4 until he has mastered these concepts.

WOODEN TABLE BLOCKS

GAME IV

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks numbered 1 to 10. The largest block is ten times as tall as the smallest. The other blocks are the units between 1 and 10.

PURPOSE: To help the child learn size relationships ... EQUAL TO.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.

2. Take one, each, of the # 3, # 5, # 7, and # 10 blocks and give ALL the # 1 blocks to your child.

Q: 3. Stand up the # 3 block and say to the child. "Make a tower out of your blocks (the # 1) that is as tall as this block (the # 3).

C: 4. If the child builds his tower with 3 of the # 1 blocks, say, "Yes, it takes 3 of these blocks to make a tower as tall as this block."

5. If the child does not build the # 1 blocks so that they are as tall as the # 3, put the # 3 block next to the ones he has built and say, "Your blocks are shorter than this block. You need to add one more block to your tower to make it as tall as this block."

6. Continue the game using taller blocks (such as the # 5, # 7, and # 10) and asking the child to use the # 1 blocks to build a tower the same height as each of them.

SESSION X

SENSORY/MOTOR DEVELOPMENT

This session will consider the importance of sensory and motor development and some methods used to stimulate and evaluate this development.

A film on learning disabilities sets the scene for a discussion of perception, behavior patterns, coordination, conceptualization, and attitudes. Because the film is of kindergarten children the importance of preschool development and the attributes necessary for school readiness the discussion is centered around what can be done to promote readiness.

An assignment contract is negotiated and a worksheet is provided to assist learning and retention.

SESSION X

SENSORY/MOTOR DEVELOPMENT

I. Evaluation of Learning Episode from previous week

II. Demonstration of Learning Episode
  A. Toy
  B. Role Playing

III. Preview: Sensory Motor XI
  A. Record assignments
  B. Objectives
  C. Attendance

IV. Topic: Sensory/motor development #1
  Film: "Early Recognitional of Learning Disabilities"
  Handouts:
    1. Parent worksheets
    2. Sensory training handout
    3. Accomplishment sheet - to be returned to presenter
    4. Assignment contract - to be returned to presenter

V. Discussion

PARENT WORKSHEET
SESSION X

Film "Early Recognition of Learning Disabilities"

Presentation: illustration of terms and theories.

What is a Learning Disability?

What does the film mean by behavior patterns?

Perception?

Coordination? (erratic body control)

Conceptualization?

Attitudes?

Write at least one thing that you learned from the film which would apply to the development of a normal child.

Give at least one example of something you could do with your child to promote sensory/motor development.

______________ SESSION X ______________

Class Date

BY THE END OF THIS SESSION YOU WILL BE ABLE TO:

	Accomplished	Not Accomplished
1. Write, in the space provided, three or more areas in which the Learning Disabled child may experience difficulty. 1. 2. 3.	________	________
2. Participate in the group discussions regarding Learning Disabilities.	________	________
3. Understand that some of the things which my child does are not done just to annoy me, but are a part of his sensory/motor development.	________	________
4. Think of a way to help your child in his sensory motor development.	________	________

COMMENTS:

Return this sheet to the presenter at conclusion of today's program.

_______________ ASSIGNMENT CONTRACT _______________
Class Date

Select one or more of the following and return to the presenter:*

1. _____ I do not think I will be able to complete a project.
2. _____ By the next session I will work with my child on a sensory/motor project as suggested by the sensory/motor handout.
3. _____ By the next session I will work with my child on a sensory/motor project of my design.
4. _____ By the next session I will design a sensory/motor project. The task will meet a specific need of my child. I will report on its use.
5. _____ By the next session I will build or have built a balance beam as shown on the last page of the sensory motor handout.

NAME _______________________

ADDRESS _______________________

____

____

____
Janey Montgomery
Coordinator, Parent/Child Project

____
M. F. Walden
School Psychologist

Marshall-Poweshiek Joint County System
9 Westwood Drive
Marshalltown, Iowa 50158

*I understand that if I complete assignments during Sessions X and XI, I will receive a handout for each assignment completed. (Total limit 3)

SENSORY TRAINING GAMES

CLUE

The leader picks one object in full view of everyone in the room. After giving a clue about the object, everyone guesses the object. The first person to identify the object becomes the new leader. Great for the car too.

THE SCAVENGER HUNT

IF used at a party divide into small groups of two or three children. Give each group a list of items to find. List items in different categories including colors, shapes, sizes, etc.

Set a time limit.

When the groups return have them act out a story or play using the objects that they have found as props.

CAR BINGO

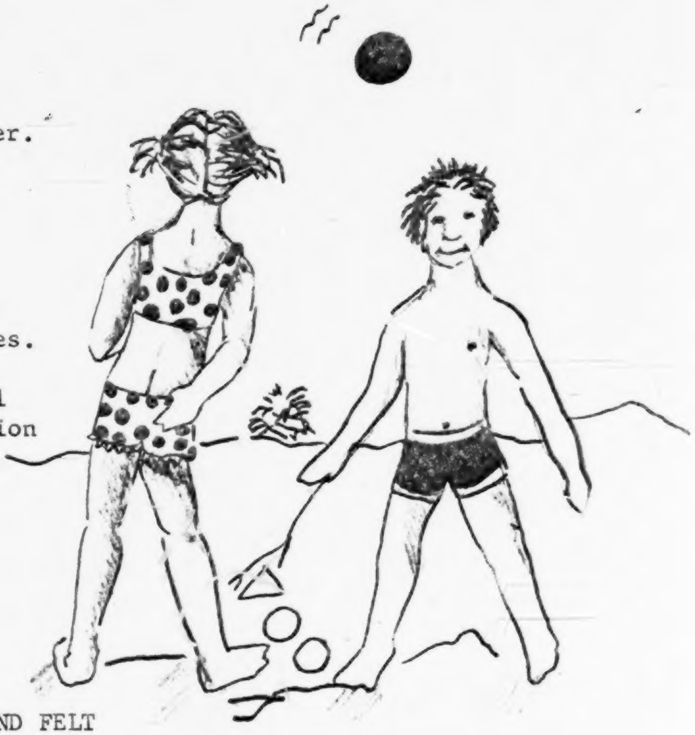
Before you leave on your vacation or trip have the children make a bingo card with pictures of items they can expect to see on vacation. Bingo items such as mountains, churches, pets, fire stations, big buildings, schools, gasoline stations, etc. can be found in magazines and catalogues.

Remember a winner can find all the pictures horizontally, vertically, or diagonally to win.

If you don't have the materials ahead of time, have the family decide on one object--a horse; then wait until the first person in the car sees a horse. That person can name the next object to find.

For variety have dad keep track of the miles between objects.

SAND ART



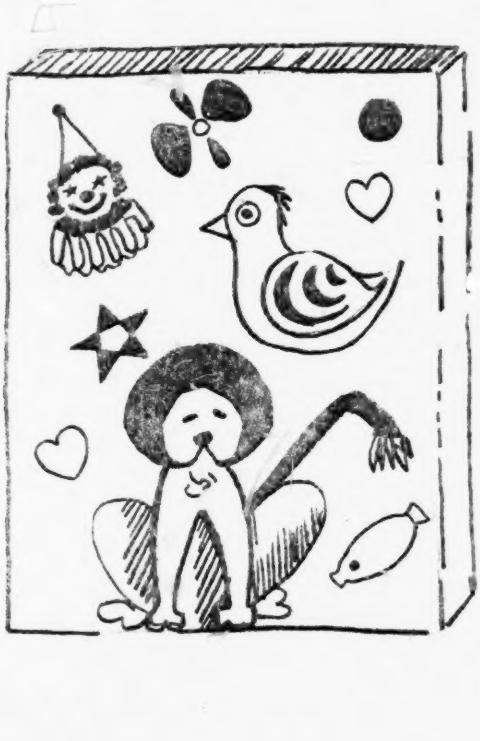
Enjoy the sand the the beach this summer. Games can be fun and all you need is a stick to draw pictures in the sand.

Draw two circles and one triangle in the sand and ask, "Which one of these shapes doesn't belong here?" Ask the child to draw a similiar group of shapes.

Remember the Feely Bag game and Flannel board instructions. Let your imagination work for you.

Many pencil and paper games are great for Sand Art.

FLANNEL AND FELT



Attach a piece of flannel to a large board. Find pictures of interest from magazines and back them with old pieces of felt, or cut out your own shapes from the felt.

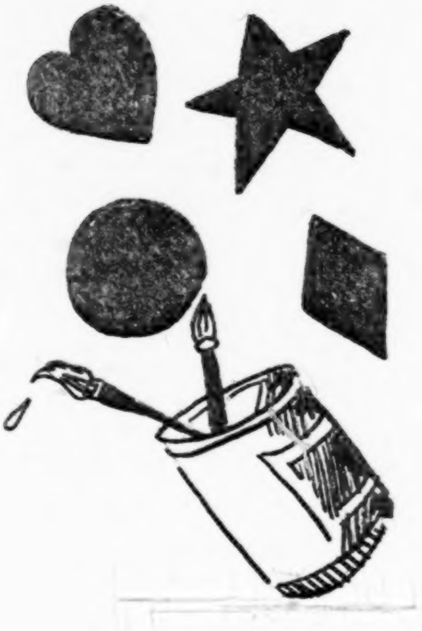
Games are numerous. You can work on colors, shapes, body parts, etc. Assemble some random pictures on the flannel board and then ask your child to tell you a story about these objects.

Play the game: Do you remember ... or What's missing?

Art: Let your child make a man or woman, clown or doctor out of circles, square, and triangles.

Math: Cut out three circles from the felt. "If I take away one circle, how many are left?" Also easy to add simple problems. Teaches your child the "set" or how many in a number.

CUTE COOKIE CUT-OUTS



Let your child help you next time you decide to bake cookies. Give the child some dough to feel, roll and cut.

With guidance the child can put the cookies on the tray and depending on age, even put the tray in the oven.

Use different cookie cutters and talk about the different shapes of cookies. Simple powdered sugar frosting can be used as paint by adding a drop of food coloring to a couple tablespoons of frosting in a cup.

Let your child decorate the cookies with several different colors.

It's fun to "paint" cookies!

BLIND MAN, TELL ME....PLEASE!

When you are waiting for another member of the family, take time to talk to your child. Have him close his eyes and tell you what you are wearing. Perhaps ask him what he is wearing (eyes closed of course.)

If used at a party, have the children divide up into pairs. Have one child close his eyes, then ask this child, "Blind man, tell me ... what color is my shirt? ... what is my name?... what is the color of my hair? Then have the other child close his eyes.

Let the children use their imagination. Have them help each other around the room. Perhaps even walk up and down steps. For variety use a blindfold.

Have the children sit in a circle and pass around objects or toys, i.e. blocks, beads, string, etc. while they are blindfolded.

Let the children guess the object by feeling it.

For special occasions, Halloween, etc. pass a bowl of wet macaroni, spaghetti, or noodles, and have them guess what is in the bowl.

(Note: notice the child's sense of well being, sense of security and balance when blindfolded.)

EARLY ALPHABET GAMES

Letters: Make your own letters for these games. Make large (capitals)and small letters. Work with capitals first and then the small letters, but don't mix them up. You can use alphabet blocks that the child can feel the shape of the letters. Have the children make their own letters out of sandpaper and cardboard. You can even cut large letters out of magazines.

The game: Show the child two or three letters at a time. Have the child feel the letter with his fingers. Talk about this letter. Then remove one letter from his sight. Which one is missing?

As you work with these new letters have the child shape the letter out of play dough. Keep to three-dimensions for preschool children.

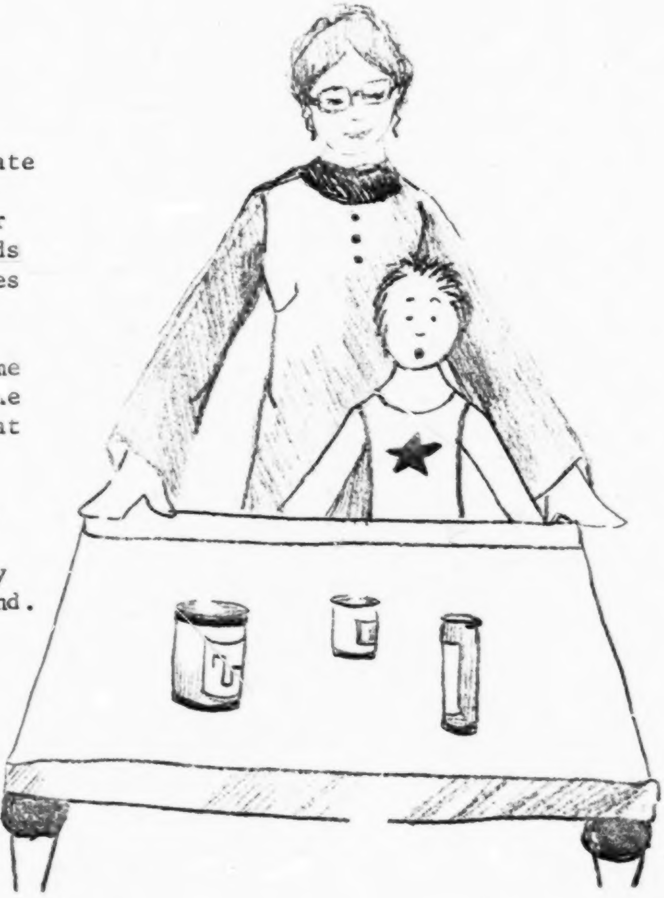
Keep the letters big and three dimensional gradually working to the pencil and paper stage. Don't rush.

SORT THE CANS

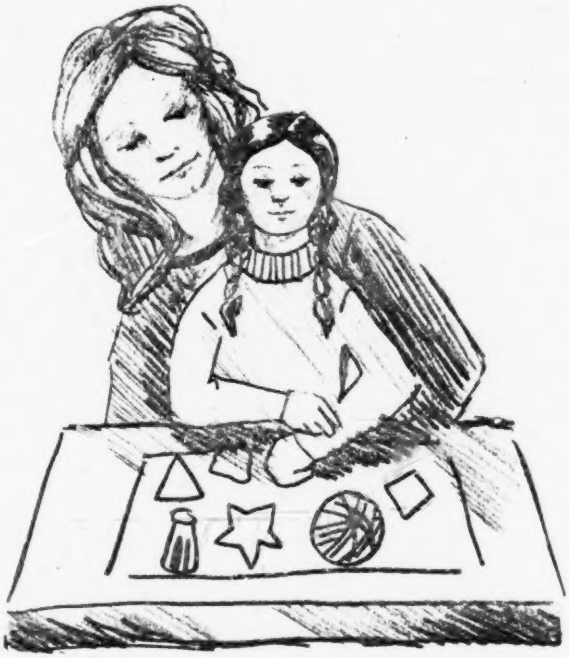
Children always love to investigate what mommy brought home from the supermarket. Next time, ask your child to match up the canned foods while you put the fresh vegetables and refrigerated food away.

See if the child can spot the same picture on two cans. Notice if he sorts by size alone. Suggest that he is "reading the pictures."

Seeing similarities quickly is a pre-reading skill that is very important to a young child. They need many experiences of this kind.



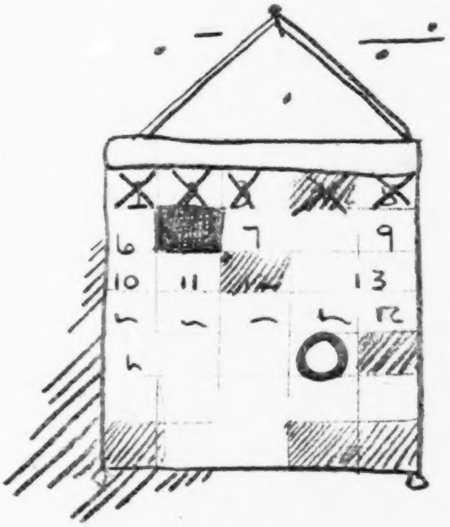
DO YOU REMEMBER ?



Look at a magazine or picture album with your child. What do you see? Talk about the pictures. Then turn the picture over or close the album and ask the child, "Do you remember what was in the picture?" "Do you remember who was walking...?"
Have the child make up questions to ask the parent. Take turns.

Eventually, have the child look at a picture for a few seconds silently and then make a list of all he can remember.

For younger children stay to three-dimensional games. Use an old TV tray with several real life objects instead of pictures. Talk about each object and how it is used around the house. Have the child close his eyes. Remove one object from the tray and have the child tell you what's missing.
Do you remember what we put on the tray?

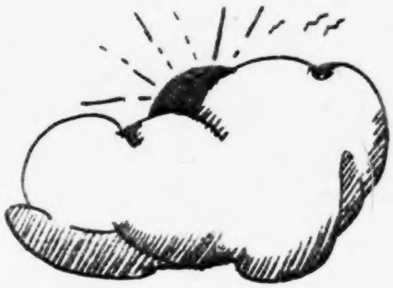


HOW LONG CAN YOU WAIT ? ?

If you are getting too many questions like, "When will we ... or In how many days...?" Get a large commercial calendar and circle that special day in two or three weeks when grandmother is coming; or the day when they can open their birthday or Christmas presents.

Each day have the child make a large "X" on the calendar.

This will help young children develop their concept of time which is hard to understand for all children.



CLOUDS IN THE SKY

The next time you are out-of-doors talk about the clouds with your child. What are they made of? How far away? Why do they disappear? Then follow with questions like -- What would it feel like to be a cloud? Happy? Sad? Get your child to talk about their emotions.

Have the child draw or paint pictures of clouds. Try a three-dimensional picture with cotton balls and paste.

If the child responds, have him tell you (dictate) a story about the clouds and you write (Print) the story in a special tablet of his very own stories. Then read or eventually have the child read his stories back to you.

Follow this progression with other objects of interest in nature's world: talking, seeing, feeling, talking, art work, talking, writing and reading. Try to promote learning through all the senses in your projects.

WHAT'S MISSING ?

Remove an object from the living room such as a picture, vase or chair. Have the child guess, "What's missing?"

At a party have the children sit in a circle. One child leaves the room and then someone takes off a shoe or sock. When the child returns, he guesses, "What's missing?"

PRINT SHOP

Let your child copy familiar letters and numbers. Let him trace over pictures, etc. Get thin "onion skin" paper for tracing.

When the outline is finished, allow the child to finish the picture in crayola or water colors.

Gather material for your print shop: save magazines, newspapers, catalogues for cutting and pasting, etc.

SHADOWS ON THE WALL

Let the children make patterns against a wall with a flashlight in a darkened room or at night.

The first players makes two flashes and the other players try to copy the pattern. Flashlight patterns may go up, down, or around and must be copied by other players.

For variations suggest that someone "draw" an animal on the wall. Have the others guess the animal. The first one to guess correctly, becomes the new leader and "draws" another shadow on the wall.

HIKING WITH NATURE

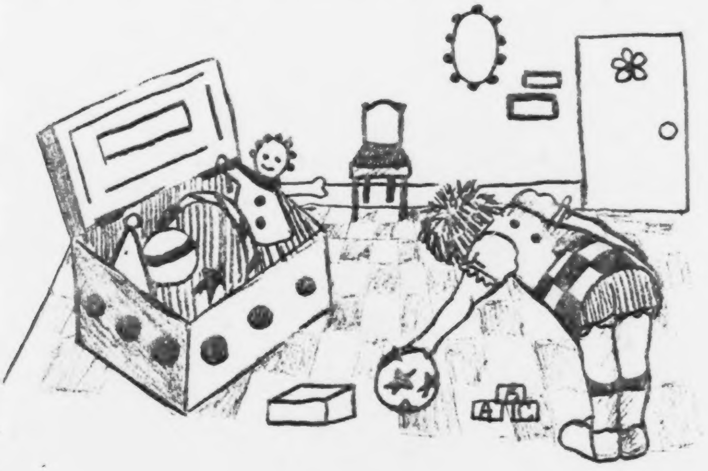
Go on walks with your child and collect items of nature such as beautiful rocks, feathers, leaves and flowers. Help the child to see and feel, even smell the differences between objects.

Talk about each object you find. Try to get different samples. For example, three different kinds of leaves -- oak, evergreen, etc.

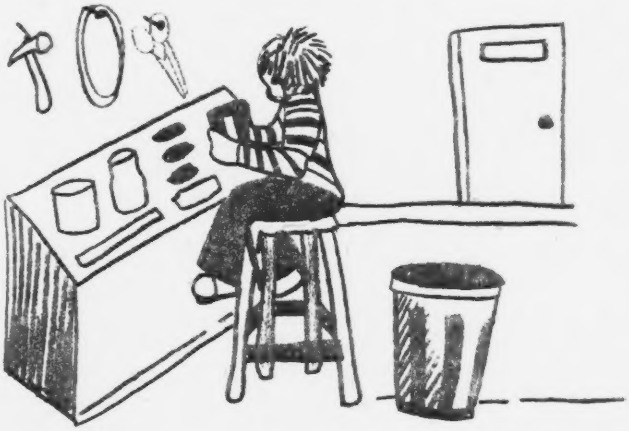
Keep pointing out similarities and differences. Make up a game while you walk.

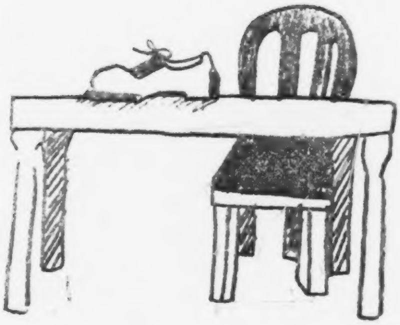
BIG HELPERS

If your little girl wants to help you, then make a game out of picking up her toys or cleaning the house.



If your little boy wants to be with dad in the basement workshop, then make a game of sorting nails, boards, or paint cans.





CAN YOU FIND IT?

Help your child realize that everything should have its place in the house. Put a number of objects in the wrong place for example, a fork on the chair, a shoe on the table, etc. Have the child find what is in the wrong place.

Set a time limit.

For party goers, misplace one or two objects in the living room. Then two children who find them first can hide two new objects while the others close their eyes, or wait in the kitchen.

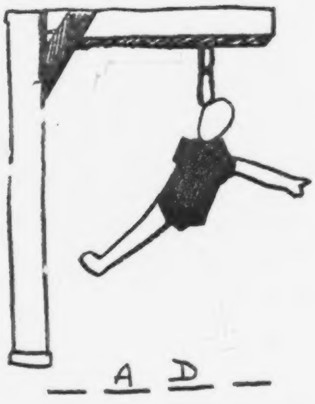
HANGMAN

This game is a spelling and guessing game. The child thinks up a word, writes it on a piece of paper, and draws a scaffold on another paper. Beneath this drawing he makes dashes for each letter in his "secret" word.

The other player guesses the letters and eventually the word by saying, "Is there a "b" in your word?"

If correct, he makes a "b" in one of the dashes, if wrong, he draws some part of the body; head, body, arms, legs, etc. for the scaffold.

The object of the game is to guess the letters and the word before the player is "HUNG".



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6. Motoric Aids to Perceptual Training, Clara M. Chaney, Newell C. Kephart.

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11. Learning to Move and Moving to Learn Book 1: Insects, Wanda Rector Arbuckle, Eleanor Hill Ball, George L. Cornwell.

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13. Comprehensive Programming For Success in Learning, Edward J. Dillon, Earl J. Heath, Carroll W. Biggs.

STACKING SQUARES
FREE EXPLORATION

EQUIPMENT: One stacking square toy.

PURPOSE:

A. To let the child discover that the toy will go together only when the largest squares are on the bottom and the smallest ones on top.

B. To let the child become familiar with the toy.

GENERAL INSTRUCTIONS:

A. Only ask the child once a day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME . . . the parent MUST follow the child's lead.

C. The game should be ended when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Remove all the squares to show the child that they come off the spindle. Then give the child the toy and let him play with it.

2. Observe to see when the child discovers how the squares go on the spindle, responding to what he is doing, "You are putting the largest green square on the spindle."

3. If the child stops playing before he discovers how the squares go on the spindle, put the toy together, but do not explain how it goes together.

4. Give the child the toy at another time, and let him play with it. Continue to observe to see when he can fit the toy together.

STACKING SQUARES
GAME I

EQUIPMENT: One stacking square toy.

PURPOSE: To teach the concept of color.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the stacking squares on the floor or on a table.

2. Allow the child free play.

3. Remove the squares and give the child the eight smallest squares.

4. Select one red square in front of you and say, "Point to a
Q: square that is the same color as this red square."

5. If your child points to the wrong color, say, "That color is
I: green. Point to the red square, like this one."

6. If the child points to the correct color, say, "Yes, both
C: squares are red. Put your square on top of this one."

7. Continue with the game, selecting different colored squares for the child to find.

STACKING SQUARES
GAME II

EQUIPMENT: One stacking square toy.

PURPOSE: To help the child learn difference in regard to color.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules, if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Take 3 of the red squares and one of the yellow squares
and lay them out. Say to the child, "Point to all the
Q: squares that are the same color.....now point to the
square that is a different color."
If the child does nothing, or points to one of the red
squares, pick up the yellow square and say, "This square
I: is different because it is yellow, and the other squares
are all red."

3. If the child points to the yellow square as being different,
C: say, "Yes, that square is yellow and the other
squares are red."

4. Repeat the game using the other squares with three of the same color and one square of a different color.

STACKING SQUARES
GAME III

EQUIPMENT: One stacking square toy.

PURPOSE: To help the child learn difference in regard to size.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

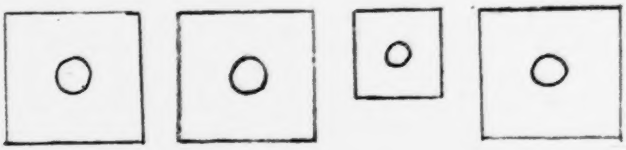
B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Take 3 of the largest and one of the smallest squares and lay them out.



Q: Say to the child, "Point to all the squares that are the same size.....now point to the square that is a different size."

I: If the child does nothing, or points to one of the large squares, pick up the smallest square and say, "This square is different because it is small and the other squares are all large."

C: 3. If the child points to the small square, as being different, in size, say, "Yes, that square is small and the other squares are large."

4. Repeat the game, using the other squares with 3 of the same size and one square of a different size.

STACKING SQUARES
GAME IV

EQUIPMENT: One stacking square toy.

PURPOSE: To teach the concept of size.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow the child free play.

2. Remove the wooden squares from the stacking post and give the child all of the 4 blue squares. Keep all of the other squares in front of you.

Q: 3. Select one of the squares in front of you and hold it up and say to your child, "Point to a square that is the same size as this square."

I: 4. If your child chooses a square that is not the same size, hold your square close to the square the child selected and wait a few seconds, allowing the child to see the difference in size. If the child does not see the difference, say, "These squares are not the same size.....they are different. Now point to a square that is the same size."

C: 5. If the child chooses a square that is the same size as the square you are holding, hand your square to your child and say, "Yes, both of these squares are the same size. You may put this square on top of your square." Continue in this way, until all the squares are matched in front of your child.

STACKING SQUARES
GAME V

EQUIPMENT:	One stacking square toy.
PURPOSE:	To help the child learn how to reproduce a pattern.
GENERAL INSTRUCTIONS:	A. Ask your child only once each day if he wishes to play the game. B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them. C. You should stop the game when the child seems to lose interest.
SPECIFIC INSTRUCTIONS:	1. Allow free play.
Q:	2. Take the red squares and stack them (as in Figure 1) with the largest on the bottom and the smallest on top. Then give your child the 4 yellow squares and say, "Make your squares look like mine." (pointing to the red squares)

FIGURE: 1

	3. If the child does nothing, demonstrate with the yellow squares the same process as in Figure 1. Now give your child the 4 green squares and say, "Make your squares look like mine."
I:	
	4. If your child correctly reproduces the stack, give him the 4 green squares and repeat the directions. Repeat with the 4 blue squares.

STACKING SQUARES
GAME VI

EQUIPMENT: One stacking squares toy.

PURPOSE: To help a child extend a pattern.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game AT ANY TIME.

C. You should stop the game when the child seems to lose interest.

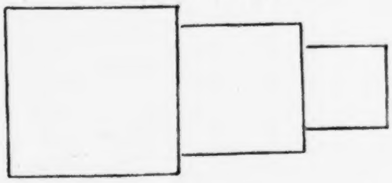
SPECIFIC INSTRUCTIONS:

1. Allow free play.

2. Lay out the three largest red squares side-by-side, from the largest to the smallest, as in Figure 1, and give
Q: your child all the remaining squares and say, "What square do you think should go next?"

3. If the child does nothing, or is wrong, lay out the smallest red square:

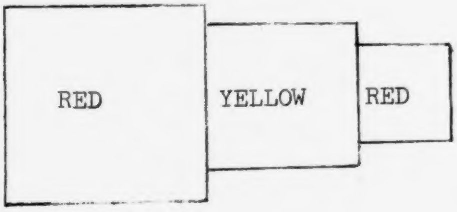
FIGURE: 1



I: and say, "The smallest red square belongs here." Lay out
Q: the two largest blue squares and say, "What goes next?"

C: 4. If the child is right, say, "Can you line up the other squares the same way?"
Next, try placing the large red, yellow, red blocks as in Figure 2 - and ask your child what should go next.

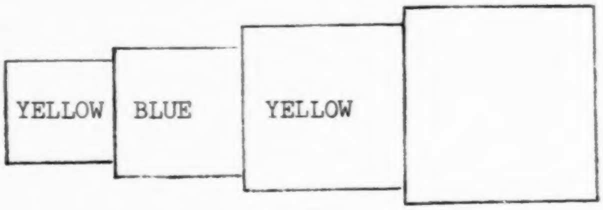
FIGURE: 2



STACKING SQUARES, GAME VI, (continued)

5. Next, try placing a small yellow, blue, yellow block, as in Figure 3 - and ask your child what should go next.

Figure: 3



6. Ask the child if he can start one for you to finish.

SESSION XI

SENSORY/MOTOR DEVELOPMENT

During this session, learning models and channels are presented and discussed. These learning models are given practical application later in the session when everyone gets a chance to demonstrate how and why they would use various toys and tools.

Demonstrations of sensory input, processing, and output are given and various motor activities are planned for group participation.

An assignment contract is negotiated and a worksheet is provided to assist learning and retention.

SESSION XI

SENSORY/MOTOR DEVELOPMENT

I. Evaluation of Learning Episode from previous week

II. Demonstration of Learning Episode
   A. Toy
   B. Role Playing

III. Preview: Session XII

IV. Topic: Sensory/Motor Development #2
   Presentation: "Learning modes, models, and channels as it relates to child development."
   Handouts:
      1. Parent worksheet
      2. Accomplishment sheet - to be returned to presenter
      3. Aids for observation
      4. Motor activity
      5. Assignment contract - to be returned to presenter
      6. Blank pad of paper - to be returned to presenter
      7. Various toys and teaching tools - to be returned to presenter

V. Discussion

PARENT WORKSHEET

SESSION XI

Content: Application of sensory motor learning theory.

Cephalo Caudal ______________________________

____

Proximal Distal ______________________________

____

gravity ______________________________

functioning at the automatic level ______________________________

laterality ______________________________

bilaterality ______________________________

cross-laterality ______________________________

input ______________________________

processing ______________________________

output ______________________________

sensory input channels ______________________________

This is an evaluation of the program and the presenter. We need your honest opinion and comments.

SESSION XI

____
Class

____
Date

BY THE END OF THIS SESSION YOU WILL BE ABLE TO:

	Accomplished	Not Accomplished
1. Participate in group discussion expounding virtues of good motor development.	________	________
2. Demonstrate to the group ways to use a toy or article to stimulate the development of a child using one or more sensory channels.	________	________
3. Understand why my child needs help in his sensory motor development if he is going to be assured of success in school.	________	________
4. Conduct a variety of sensory motor activities programs for my child.	________	________

COMMENTS:

Return this sheet to the presenter at conclusion of today's program.

KNOWLEDGE OF BODY

Aids For Observation

Purpose:

To determine how well a child knows and uses his body in following verbal directions and understanding each language concept introduced.

3 YEARS: Can he . . .

identify parts of the body when they are named: head, ears, eyes, mouth, elbows, ankles, feet, knee, shoulders, hips, thumb, front, and back?

4 YEARS: Can he . . .

name parts of the body in response to "What is this?" as the teacher touches each part?

5½ YEARS: Can he . . .

tell the function of the following body parts: eyes, ears, legs, hands, nose, mouth, teeth?

3 YEARS to 5 YEARS: Can he . . .

follow these directions using his body:

Stand up.
Sit down.
Stand in front of the chair.
Go under the table.
Go beneath the table.
Walk around the table.
Turn around.
Stand in back of, behind, the chair.
Stand beside me.
Stand between two boys/girls.
Stand in a corner of the room.
Touch the corner of the table.
Step over an obstacle as high as his knee.

6 YEARS: Can he . . .

show his right hand; left hand; right leg; left leg?

5 to 6 YEARS: Can he . . .

draw a picture of himself with head, body, arms, legs, feet, and hands placed in appropriate relationship?

TIME

Aids for Observation

Purpose:

To find out how well the child knows and understands time, place, position and size in following verbal directions and how well he understands each language concept introduced.

2 YEARS: Can he follow these directions?

Come in.
Go out.
Put the block in the box.
Take the block out of the box.

3 YEARS: Can he follow these directions?

Put the ball on the table.
Put the ball under the table.
Put the ball in front of __________.
Stand in front of __________.
Stand behind __________.

4 YEARS: Can he answer these questions?

What did you do before you came to school this morning or afternoon?
What did you do last night?
What did you do this morning or afternoon (after kindergarten)?

5 YEARS: Can he answer these questions?

What day is it?
How old will you be on your next birthday?
What is this? (clock)
What does it tell?
What are the days of the week?

GROSS MOTOR SKILLS

Aids for Observation

Purpose:

To aid in spotting a child's developmental lag in obtaining a gross motor skill and to develop related language concepts as a child performs the motor activity.

3 YEARS: Can he . . .

walk backward easily?
stand on tiptoes?
run on tiptoes?
go up and down stairs using alternate feet?
balance momentarily on one foot?
jump from lowest stair (Approximately 8 inches high) to floor and land on two feet?

4 YEARS: Can he . . .

do a running leap?
do a standing broad jump?
stand on one foot 4 to 8 seconds?
approximate the motions of a forward sommersault?
jump with both feet off the ground? (7-8 times, 5 seconds)
hop on right foot in place?
hop with left foot in place?
roll and catch an 8-inch ball with both hands from a sitting position?
skip on one foot with alternative foot stepping?

5 YEARS: Can he . . .

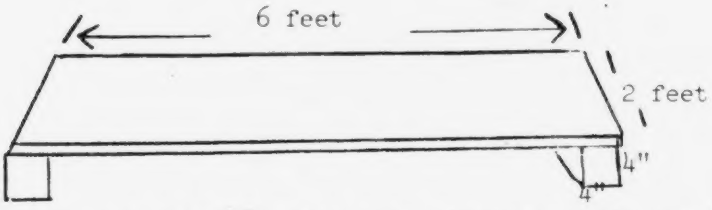
hop forward on right foot at least five hops?
hop forward on left foot at least five hops?
walk a straight line for 10 feet with heel and toe making contact at each step?
march?
bounce a large ball and catch it with both hands?
skip with appropriate and coordinated leg and arm movements?

6 YEARS: Can he . . .

accurately throw a ball at a target five feet away?
throw a ball approximately two feet above his head and catch it?
jump from a 12-inch height and land on toes?
stand on each foot alternately with eyes closed without losing balance?

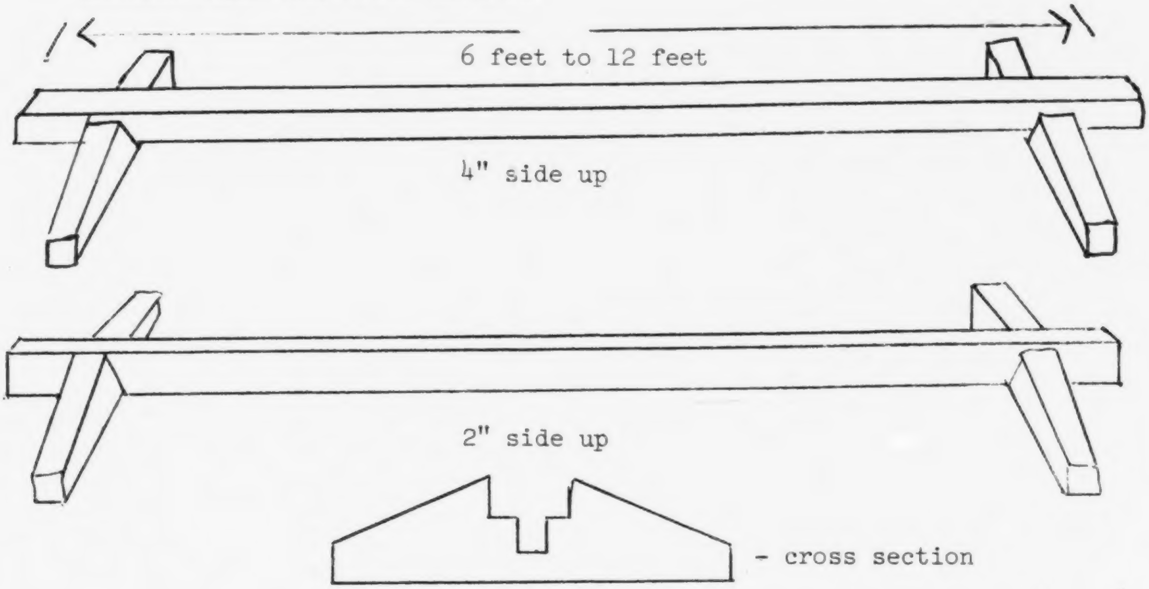
EXERCISE TOOLS

Jump Board

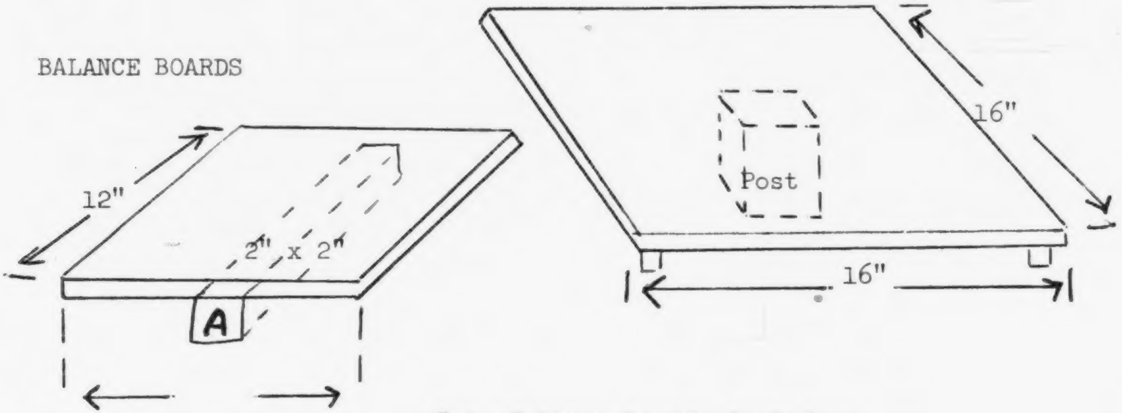

6 feet
2 feet
4"
4"

The Jump Board is made of 3/4" solid core plywood, grade A-D (good on one side), 2' x 6', supported at each end by 4" x 4" blocks.

WALKING BOARD and Cross Section

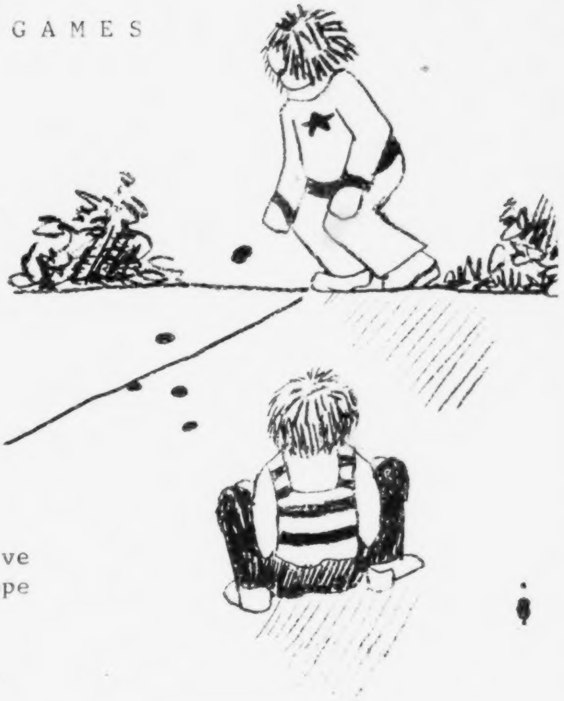

6 feet to 12 feet
4" side up
2" side up
- cross section

BALANCE BOARDS


12"
2" x 2"
A
16"
Post
16"

Set of three boards includes:
B - 5" x 5" post
C - 4" x 4" post
D - 3" x 3" post

MOTOR TRAINING GAMES



PENNIES ON THE SIDEWALK

Motor coordination, visual discrimination of distance.

Any number of players can participate in this game. Find a "finish line," either a large crack in the sidewalk or draw one with chalk on the sidewalk.

Then the players toss pennies or small rocks to see who can come closest to the finish line without going over.

Other variations of this game might involve throwing marbles into a circle made of rope or chalk on the sidewalk.

Other games available in the Library that require the same motor tasks are:

No. 2203-2206	Ring Toss Game (4)
No. 2301-2304	Bean Bag Set (4)
No. 2308-2309	Rubber Horseshoes (2)
No. 2310-2311	Toss Across (2)

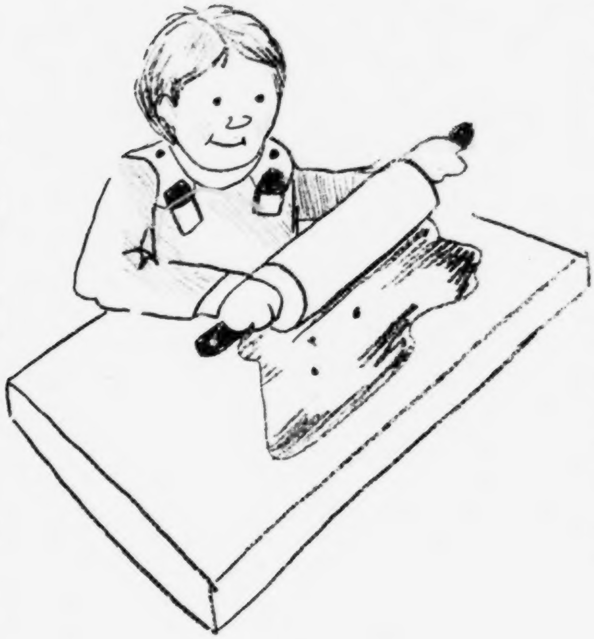
PRESCHOOL RHYTHMICS

Rhythm, motor coordination, body parts, spacial relation, following directions.

Set aside time to dance and do exercises to music. Use rhythmic motions (kicking legs, bending, raising arms, etc.)

Any record with music will do or consult records available in the Toy Library:

No. 751	Coordination Skills
No. 774	Rhythm Record-Creative Rhythms
No. 775-76	Rhythm Record-Preschool Activitie for Young Children
No. 777	Rhythm Record-Physical Fitness For Preschool Children



CLAY ART

Motor coordination
tactile response.

Recipe for Homemade Clay:

Mix equal parts flour and salt with enough water to make a stiff batter. Add food coloring to the mixture for coloring, or the child may paint the finished project with tempera paint.

Let the child experiment with the clay: roll it, pound it, shape it, cut it with cookie cutters, etc. Let the finished project dry in the sunlight or bake in a low heat oven to preserve the model. Otherwise, store the clay in a container with tight lid.

PAPIER-MACHÉ ART

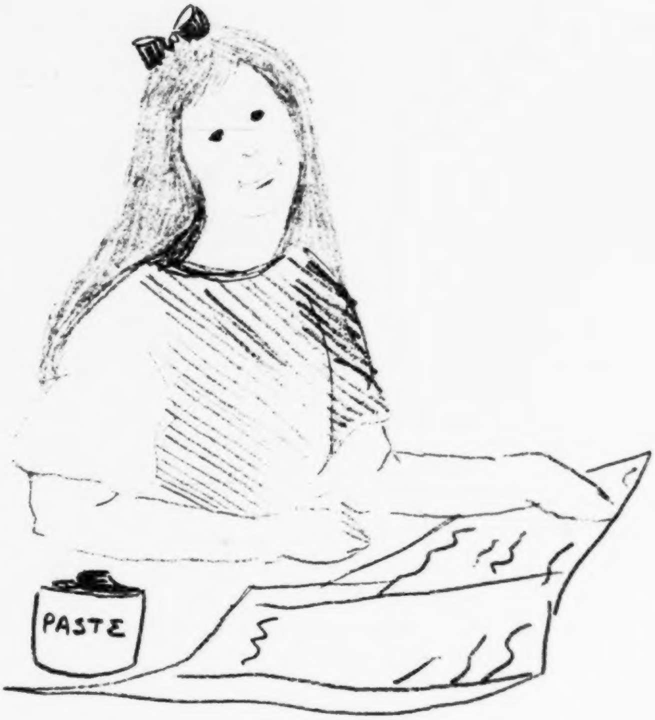
Visual acuity
Motor coordination
Tactile response

Recipe for Paste:

Mix equal parts flour and water. Stir the mixture to desired consistency suitable for spreading with fingers.

Cut or crush old newspspers into long narrow strips. Begin the shape with cardboard, wire or a coat hanger sculpture. Wet each piece of newspaper generously with the paste. Shape about the basic form. Shape with more paper and paste.

Let dry thoroughly, two or three days before painting with tempera, etc.



BEACH CASTLES

At the beach or backyard sand box, encourage your child to build castles, old forts, roads, boats, etc. This not only develops motor coordination both small and large muscles, but it encourages language activities and problem solving thinking.

Experimenting with sand, water; shaping and molding an object are important to young children.

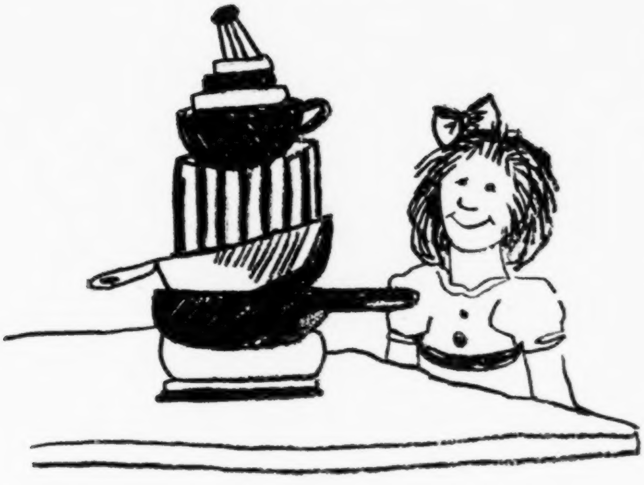
SCRAPBOOK SECRETS

Motor coordination, visual acuity, sequencing, left to right orientation.

Scrapbooks can be made with regular typing paper, construction or cardboard. Punch holes in the left side and keep pages together in a notebook.

Children can save pictures and art work from preschool classes or Sunday School. Cutting and pasting pictures from old magazines may represent members of the family or a vacation trip. Encourage the child to talk about his scrapbooks. Help him put pictures in some order or logical sequence. Work from left to the right of the page.

Save: old newspapers, magazines, and catalogues. Paste recipe with Papier Maché instructions.



HOW HIGH WILL IT GO ?

Visual-motor coordination, balance

Let your child experiment with building towers of kitchen articles. Little fingers learn dexterity when they try to balance a pile of plastic cups, saucers, or coffee cans. Other items that stack easily: plastic mixing bowls, pan lids of various sizes.

Save: ice cream plastic containers of different sizes, coffee cans, margarine containers, aluminum pie pans, and of course lids.

ANIMAL CHARADES

Motor coordination, concepts
Body awareness

Let the children pantomime an animal in the manner of charades. The other children guess what he is pretending. The first to guess correctly, may then act out another animal charade.

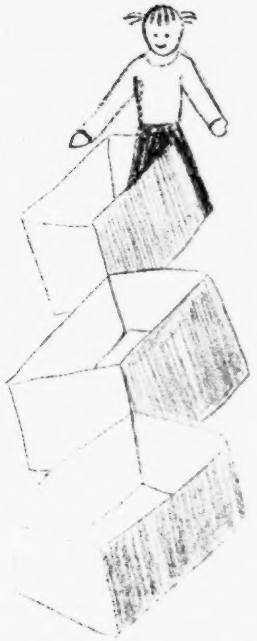
For party goers, divide the children into two teams and set a time limit for each person. If they guess correctly the team scores 1 point.

After everyone has played charades, the team that is ahead wins.

Animal suggestions: frog, bee, dog, goat, bull, cat.

RACES AND RELAYS

Visual-motor coordination, spacial orientation, body image, following directions.



Build a maze of large cartons or boxes from appliance stores. By turning them on their sides and removing the ends of the boxes, they become tunnels.

If used at a party, time each individual contestant or let two teams have a relay. If you have two tunnels for two teams; then the next child starts when the first has finished.

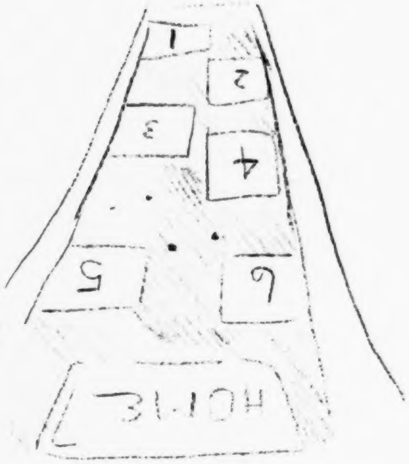
For rainy days, arrange several dining room chairs in a zig-zag pattern on the floor to represent a maze. Suggest the child walk, run, crawl, or hop. Keep time records accurately for each activity. Compare records in two weeks--two months.

At a summer party, outline an obstacle course in the backyard. Run around the swing set, up the ladder, down the slide, into the garage, out the side door, and hop back to the house.

Use your imagination. Let the children help in making decisions and rule for races and relays.

HOPSCOTCH

Motor Coordination　Visual acuity
Spacial orientation　Sequencing

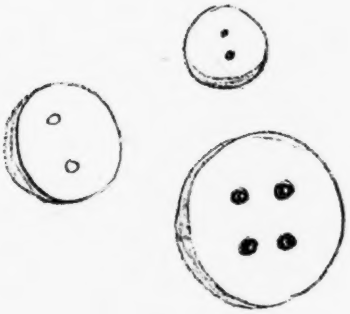


Eight squares or boxes are drawn on the ground, either with a stick in the dirt, or chalk on the sidewalk. Number the boxes one to eight.

The child tosses a marble, or rock into the first box. Then the child hops with one foot into the box, bends over, picks up the rock and hops back to starting position. This continues with box two, and three until the player misses a box, loses his balance, or lets his foot fall into the wrong box.

Players take turns. The first player to hop through all the boxes chronologically, wins.

BOUNCING BUTTONS



Manual dexterity　Distance
Visual perception　Tactile response

The child tries to bounce a button one at a time into a small saucer or cup. By pushing one button down on the edge of another, the lower one is forced to jump in the direction the child aims it.

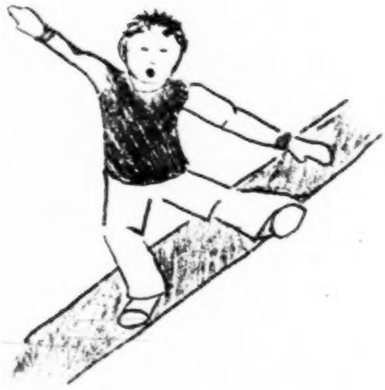
Three buttons in the cup and the players move back one foot from their previous positions and start a new game.

KING OF THE JUNGLE

Motor coordination, balance

Children pretend to be jungle animals and walk on all fours down the sidewalk. Only one rule: you can't step on a crack. These cracks represent traps the hunters have set.

The child that can walk down the entire block without stepping on a crack is "King of the Jungle."



DOWN THE GANG PLANK

Motor coordination Spacial relations
Balance

Get an old plank or board and have the child walk forward and backward along the plank. Do not blindfold the child, but have him look straight ahead at an object, not at his feet.

If possible elevate the board with a couple bricks at each end.

Other activities that demand the same abilities are walking along a string on the floor, walking on railroad tracks, a fallen log in the woods, low stone walls, or simply make a straight line in the sand at the beach.

BALANCE BEAM EXERCISES

1. Walk forward, arms held sideward.
2. Walk backward, arms held sideward.
3. Walk to middle, turn around and walk backward.
4. Walk forward with left foot always in front of right.
5. Walk forward with right foot always in front of left.
6. Walk forward with hands on hips.
7. Walk backward with hands on hips.
8. Walk forward and pick up an eraser from the middle of the beam.
9. Walk forward to center, kneel on one knee, rise and continue to end of beam.
10. Walk backward with eraser balanced on top of head.

Let your imagination work and have the child help you make up new exercises. It's fun to pretend you're a high wire expert at the circus! How many stunts can you think of?

AT THE CONSTRUCTION SIGHT

Tactile awareness Imagination Spacial relations

Allow your child to build freely with ordinary household objects. Let their imagination and creativity build houses, bridges, castles, tents, etc. Big or little these objects of their very own making are valuable to the little fingers that made them.

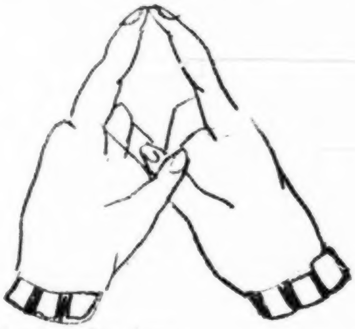
Suggestions: Kitchen chairs and blankets for tents. Large sofa pillows for walls around the castle. Blankets over the cardtable that reaches to the floor makes a doll house. Smaller items might include wood blocks from the lumber yard, popsicle sticks, pipe cleaners or deck of cards.

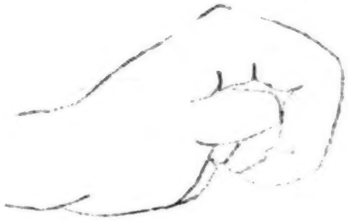
FINGER PLAYS

Manual dexterity, oral expression, memory training

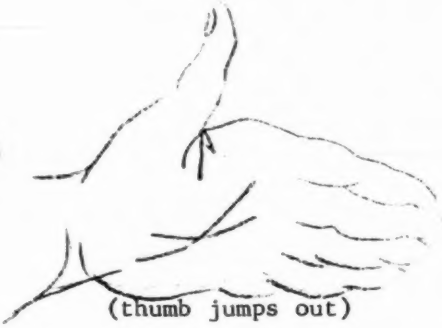
Finger plays are popular with the preschool child. Here are the words to favorite finger plays that perhaps you have heard or seen the children do. If you have not seen the finger play, then make up appropriate finger movement to go with the words. The drawings are only suggestions.

Here's the church;
Here's the steeple;
Open the door
And see all the people.





Jack-in-the box
Sits so still.
"Won't you come out?"
"Yes, I will!"



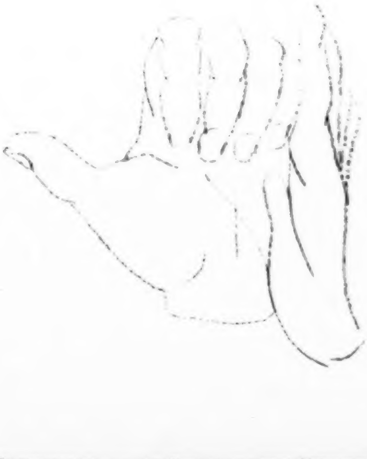
(thumb jumps out)

Open - shut them,
Open - shut them,
Open - shut them,
And give a little clap.

Open - shut them,
Open - shut them,
Open - shut them,
And put them in your lap.

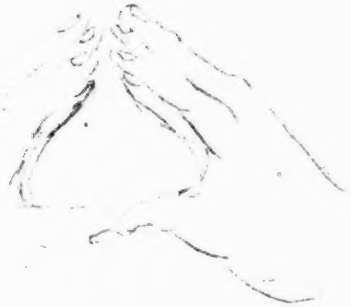
I have ten little fingers
And they all belong to me
I can make them do things --
"Would you like to see?"
I can put them up high.
I can put them down low.
I can make them hide,
And I can fold them just so.

Creepy,creepy,creepy
Up to your chin,
Open you mouth and
Pop them in.



"Gobble, gobble" says the turkey
Soon will be Thanksgiving Day.
Would you eat me? How you treat me!
I will run away.

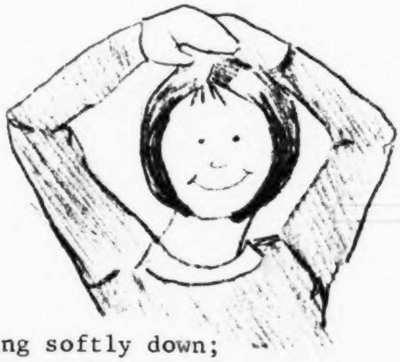
MORE FINGER PLAYS



A teensy weensy spider
Climbed up the water spout
Down came the rain
And washed the spider out

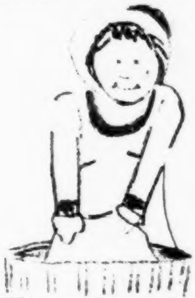
Out came the sun
and dried up all the rain,
And the teensy, weensy spider
Climbed up the spout again.

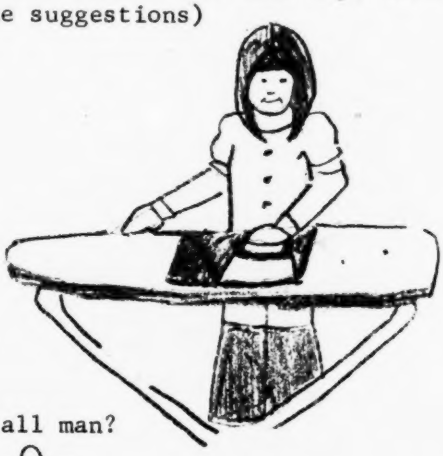
My hands upon my head I place.
On my shoulder, on my face.
On my knees, and at my side.
Then I raise them up SO high,
Swiftly count to 1, 2, 3,
And see how quiet they can be.



Leaves are floating softly down;
They make a carpet on the ground,
When swish! The wind comes whirling by
And sends them dancing to the sky.

This is the way we wash the clothes early Monday morning.
This is the way we iron our clothes early Tuesday morning.
This is the way we clean our house early Wednesday morning.
This is the way we ... (make up household duties for each day, have the child make suggestions)





Where is pointer?"
"Here I am" (wiggles index finger)

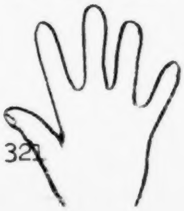
Where is the tall man?

Where is pointer?

Where is the ring man?

Where is little
Tom Thumb?

Where is pinky?



WE'RE GOING ON A BEAR HUNT

Group finger play for leader and group of children in a circle. Each time the leader says a phrase, then the children repeat. Sound effects continue, everyone follows the leader's actions.

"We're going on a bear hunt." (We're going on a bear hunt.)	Right, left hands in lap (walking)
Let's walk down the path.	Right, left, lap
I see a bridge.	Hand to eye brow, look.
Can't go around it.	Gesture.
Can't go under it.	Gesture.
We'll have to go over it.	Hit chest with fists.
Let's go down the path.	Right, left lap.
I see a swamp.	Hand to eye brow.
Can't go around it.	Gesture.
Can't go under it.	Gesture.
We'll have to go through it.	Swish hands together.
It's fun to go on a bear hunt.	Right, left, lap.
I see a lake.	Repeat same.
Can't go around it.	As above.
Can't go under it.	
Let's swim across the lake.	Swimming movements with arms.
Now we'll walk across this field.	Right, left, lap.
Oh, here's a cave.	Hand to eye brow.
It's really dark.	Eyes closed.
I wonder what's in here.	Arms reaching out.
I feel something soft and furry.	Hands feeling something.
It's a bear!	

Quick, Hurry, Run as fast as you can. Open eyes, repeat the sounds in reverse order.

1. Right, left, lap (running) alternate very fast.
2. Swimming movements with arms.
3. Running.
4. Swishing hands together.
5. Running.
6. Hitting chest.
7. Right, left, lap -- running gradually slowing.

It's great to be home again.

ASSIGNMENT CONTRACT

_______________ Class

_______________ Date

Select one or more of the following and return to presenter.

1. ________ I do not think I will be able to complete a project.
2. ________ By the next session, I will determine the laterality (eye, hand, leg) of my child. (If child is of sufficient age)
3. ________ By the next session, I will do at least one of the activities in the sensory motor handout with my child.
4. ________ By the next session, I will make or have made one of the exercise tools shown on the last page of the sensory-motor handout.

NAME ______________________________

ADDRESS ____________________________

____

____

____
Janey Montgomery
Coordinator, Parent/Child Project

____
M. F. Walden
School Psychologist

Marshall-Poweshiek Joint County System
9 Westwood Drive
Marshalltown, Iowa 50158

I understand that if I complete assignments during Sessions X and XI, I will receive a handout for each assignment completed. (Total limit 3)

SPINNER BOARD

GAME I

EQUIPMENT: Spinner Board, card printed with "Simon Says" activities.

PURPOSE: To help the child develop body awareness.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wishes to play.
B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.
2. Place the spinner board between you and your child.
3. Allow the child to spin once. When the spinner stops on a space, for instance, "cover your eyes" - say, "The spinner says to cover your eyes....now you do it."
4. If the child indicates a "wrong" body part, for instance, cover his ears....say, "You have covered your ears. Look at the picture, (pointing to the boy covering his eyes) Now, you cover your eyes."
5. If the child is correct, allow him to spin again. Read the directions and let the child perform. This game would be excellent for group use, allowing each child to take turns and perform the actions.
   After the child becomes somewhat familiar with the game, he may not need you to read the directions. He may be able to repeat them himself, merely by looking at the pictures.

SPINNER BOARD

GAME II

EQUIPMENT: Spinner board, card with colored cubes printed on it, 16 colored cubes ... 4 yellow, 4 red, 4 blue, 4 green.

PURPOSE: To help the child match colors.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wishes to play.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.
2. Place the spinner board and the 16 cubes between you and your child.
3. Allow the child to spin once. When the spinner stops on a space, for instance the red cube, say to your child, "you may take a red cube from the pile, the same as this red cube on the board." - pointing to the space where the spinner stopped.
4. If your child makes a mistake, say "You have taken a blue cube. It is not the same color as this red cube (pointing to the board.) Now, see if you can find a red cube."
5. If the child selects the right cube, he may begin his own pile beside him. Now you may spin and begin your pile.
6. Continue playing until all of the cubes have been removed from the center pile and added to your own piles. The object of the game is to see who has the most cubes at the end.

   If, after all of the red blocks have been removed from the center pile, and someone spins a red space on the board, he must not play on that turn and the other person spins.

SPINNER BOARD

GAME III

EQUIPMENT: Spinner board, card printed with geometric shapes, feely bag containing 2 each of the following shapes: squares, circles, triangles, and rectangles.

PURPOSE: To help the child develop understanding of shapes by means of tactile and visual stimuli.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wishes to play.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.

2. Place the spinner board and feely bag between you and your child.

3. Allow the child to spin once. When the spinner stops on a shape, for example the circle, say to your child, "Now, close your eyes, reach in the bag and see if you can find a circle the same as the circle the spinner is pointing to."

NOTE: If your child looks into the bag to find the circle, say "Now, close your eyes and see if you can find a circle."

4. If your child makes a mistake, say, "You have found a rectangle. Now close your eyes again, and find a circle."

5. If your child finds the circle say, "Yes, you have found the circle. You may keep it out. Now spin again."

6. Continue the procedure until all of the shapes have been removed from the bag. If your child spins a circle, and none are left in the bag - he will have to spin until he lands on a shape which is remaining.

SPINNER BOARD

GAME IV

EQUIPMENT: Spinner Board, card printed with numerals and numberite puzzle.

PURPOSE: To help the child learn to match numerals with number quantities they represent.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wishes to play.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.

2. Place the spinner board and the number puzzle between you and your child.

   Put the pieces of the puzzle together, but do not fill the holes with pegs.

3. Allow your child to spin once. When the spinner stops on a numeral, for instance numeral 5, say, "What numeral is the spinner pointing to?" If the child says 5 - say, "Yes, the spinner is pointing to the numeral 5. Now, you may put 5 pegs in the numeral 5 of the puzzle."

4. If the child says nothing or is incorrect when asked what numeral the spinner is pointing to, say, "Let's count the dots on the board. 1,2,3,4,5. This is numeral 5 (pointing to the board). Now, put 5 pegs in the numeral 5 of the puzzle." If the child does not know the numerals on the puzzle, count the holes on the numeral 5 piece and say, "This is the numeral 5 ... now put 5 pegs in this piece.

5. Continue playing the game until the child has filled all the numeral pieces with the correct number of pegs. He may have to spin several times to land on a numeral he has not filled before.

SPINNER BOARD

GAME V

EQUIPMENT: Spinner board, 3 cards printed with alphabet capitals, and 3 chase charts printed with capitals, and a marker for each player.

PURPOSE: To help your child learn the alphabet.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wants to play.

B. The child may change the rules of the game AT ANY TIME. You must follow the rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.

2. Place the spinner board with capitals A-H and the chase chart with the capitals A-H between you and your child.

3. Allow the child to spin once. When the spinner stops on a space for instance the "F" say, "What is the letter the spinner is pointing to?" If the child says "F", say, "Now look on the chase chart and find another "F" and move your marker there.

Be sure to remind your child to begin at the place marked start here, and stop on the first "F" after that. The object of the game is to be the first to reach the middle or the end. The players take turns moving their markers on the chart to the corresponding letter on the spinner board.

4. If the child does not know the letter "F", say, "This is a letter "F", now see if you can find another "F" on the chase chart and move your marker there." If the child cannot find the "F" on the chart, point to it and say "This is also an "F". Now you can move your marker there."

5. If the child is correct, say, "Yes, you have found another "F" on the board." Now you or another player may take a turn. Be sure to always say the name of the letter as the spinner points to it.

This game may also be played using the lower case printed cards and matching them to the lower case chase charts.

SPINNER BOARD

GAME VI

EQUIPMENT: Spinner Board, 3 cards printed with alphabet capitals and 3 chase charts printed with lower case alphabet and a marker for each player.

PURPOSE: To help your child learn the alphabet.

GENERAL INSTRUCTIONS:

A. Ask the child only once each day if he wishes to play.

B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Allow free play.

2. Place the spinner board with the capitals A-H and the chase chart with the lower case A-H alphabet between you and your child.

3. Allow the child to spin once. When the spinner stops on a space, for instance the "C", say, "What is the letter the spinner is pointing to?" If the child says "C", say, "Now, look on the chase chart and find another "C" and move your marker there.

Be sure you begin at the place marked start here, and stop on the first "C" after that. The object of the game is to be the first to reach the middle or end. The players take turns moving their own markers on the chart to the corresponding letter on the spinner board.

4. If the child does not know the letter "C" say, "This is a letter "C", now, see if you can find another "C" on the chase chart and move your marker there." If the child cannot find the small "C" on the chart, point to it and say, "This is also a "C"". Now you can move your marker here."

5. If the child is correct, say, "Yes, you have found another "C" on the board." Now you, or another player may take a turn. Be sure to always say the name of the letter as the spinner points to it.

This game may also be played using the lower case printed cards and matching them to the capital chase charts.

SESSION XII

OPEN DISCUSSION

Session twelve is to be completely parent planned. Previous classes have had an open discussion, invited a special guest lecturer to attend, or toured the toy lending library.

Out of town classes have planned day tours with visits to classes at Pleasant Hill Developmental Center, Fisher, Hoglan, or other schools in Marshalltown. Other visits have been planned to the Area Six Media Center and the Mid-Iowa workshop. Special luncheons with the Joint County staff have also been possible.

Basic requirements of the session 12 include 1. checking in all toys 2. questions asked at end of course 3. handout questionnaires or oral evaluation of the total program.

Questions asked at the end of the course:

1. What did you learn from this experience that was useful?

2. What was the most interesting part of this experience?

3. What didn't you like about this experience?

4. How would you improve this program?